

DOCUMENT RESUME

ED 105 206

CE 003 495

AUTHOR Schwartz, Beverly, Ed.
 TITLE Innovations and Planning.
 INSTITUTION Adult Education Association of U.S.A., Washington, D.C. Commission on Adult Basic Education.
 PUB DATE 12 Apr 74
 NOTE 67p.; Proceedings of the Conference of the Commission on Adult Basic Education (12th, Louisville, Kentucky, April 1974)

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
 DESCRIPTORS *Adult Basic Education; Adult Educators; Adult Students; *Conference Reports; Educational Administration; English (Second Language); Instructional Materials; Teaching Methods

ABSTRACT

The proceedings deal with a wide range of topics in Adult Basic Education. Workshop proceedings are included covering: resources and dissemination; administrators; curriculum and instructional personnel in both General Educational Development (GED) and English as a Second Language programs; use and dissemination of new programing practices; English as a Second Language; Adult Basic Education (ABE) model reading programs; new directions in adult instructional materials; Level 1 instructional techniques; adult education for the handicapped; recruitment methods; paraprofessionals, tutors, and volunteers; GED preparation; teach n' tote; recruitment and retention; learning center operation; counseling and career planning; ABE in correctional institutions; Level 2 instructional techniques; teacher inservice education; Kentucky Educational Television; GED series; cooperation between libraries and ABE; recruitment; competency-based efforts in teacher education; budgetry; ABE in the armed forces; and community education. The conference's keynote address (by Dr. James R. LaForest), addresses to the general session (by Dr. Adron Doran, Dr. Norvell Northcutt, Dr. Thomas Childers, and Dr. Ruth Love Holloway), and lists of participants and exhibitors are included. (JR)

ED 105206

INNOVATIONS AND PLANNING

PROCEEDINGS

of the

12th CONFERENCE OF

COMMISSION ON ADULT BASIC EDUCATION

of the

ADULT EDUCATION ASSOCIATION OF THE U.S.A.

April 10, 11, 12, 1974

Galt House

on the Ohio River

Louisville, Kentucky

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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BEVERLY SCHWARTZ, EDITOR

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PRODUCED BY THE COMMISSION ON ADULT BASIC EDUCATION
DISSEMINATION: ADULT AND CONTINUING EDUCATION CENTER
14 NORMAL AVENUE
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY 07043

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Frankfort, Kentucky*

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Frankfort, Kentucky*

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INTRODUCTION

The 12th Annual Conference of the Commission on Adult Basic Education held in Louisville, Kentucky, April 10-12, 1974, is now history. To those participating the Conference certainly provided an opportunity to acquire new knowledge, establish or re-establish professional contacts, and hopefully contribute to the general improvement of adult basic education. But most important in my view was the heightened sense of awareness that enabled individuals from correctional institutions, public and private school ABE and GED programs, ESL programs, institutions of higher education, military organization, and numerous other institutions and agencies, to recognize their common interests.

The Conference was a success from a quantitative point of view as well. It was the largest Conference ever sponsored by the Commission on Adult Basic Education. Although the exact figures will forever remain unknown (a mishap at the hotel resulted in the accidental destruction of the list of conference registrants, and the subsequent partial participant list located at the end of these Proceedings had to be reconstructed from miscellaneous sources) it is estimated that some 450 individuals participated. To better illustrate the growth in interest in the Conference a comparison has been made between the 1972 New York Conference (this year was selected solely because the data was readily available) and the 1974 Conference in Louisville. As the figures in Table I indicate not only was there a substantial increase in attendance, but more importantly the number of states represented increased from 20 to 39. This nearly 100 percent increase reflects the fact that the Commission on Adult Basic Education, a unit within AEA, should and now does serve a broader audience, both geographically and organizationally.

Each participant had expectations. Each has opinions as to what was achieved by participation in the Conference. As a participant, I too had expectations. As an adult educator I benefited from certain presentations and found others wanting. As current Chairperson of the Commission on Adult Basic Education I had one paramount concern - to bring more closely together professional organizations that have a common interest in adult basic education and its next of kin, English as a second language and high school equivalency. Specifically, the interest of the NAPCAE Committee on ABE, and TESOL (particularly with the presence of their current President-elect) in working with the Commission revealed a willingness to place ABE before organizational affiliation.

It is with much pride that the Commission can disseminate these Proceedings to the field. The Conference was a testimony to the tireless efforts of Curtis Whitman and the many who assisted him. Unfortunately, the costs and resources necessary to produce a document truly reflective of the comprehensiveness of the Conference exceeded those available. Therefore, these Proceedings will have to represent but a partial accounting of the Conference.

Vincent De Sanctis
Chairperson, Commission
on Adult Basic Education, 1973-74

Editor's Note.....

The content of this report was gleaned from two sources: written records of the small group sessions and tape recordings of the featured speakers. Twelve graduate students and graduate assistants attended the conference; one or two attended each group presentation. All did an excellent job of on-the-spot recording.

The quality of the tape recordings was unfortunately very poor, so poor in fact that one speech, by Dr. Carl Lamar, was lost entirely. Our apologies to Dr. Lamar. Parts of several other speeches were also unintelligible. We hope that the final transcriptions, also edited for length, accurately reflect the thoughts of the speakers and the unique flavor of each speech.

BGS

TABLE I
COMPARISON BETWEEN 1972 AND 1974 CONFERENCES
OF THE COMMISSION ON ADULT BASIC EDUCATION

State/Locality	1972	1974
Alabama	3	4
Alaska	0	0
Arizona	0	1
Arkansas	0	2
California	3	3
Colorado	1	3
Connecticut	3	3
Delaware	0	0
Florida	3	17
Georgia	7	6
Hawaii	0	0
Idaho	0	1
Illinois	2	12
Indiana	0	6
Iowa	0	0
Kansas	2	4
Kentucky	4	142
Louisiana	0	3
Maine	0	2
Maryland	3	1
Massachusetts	8	6
Michigan	2	10
Minnesota	0	1
Mississippi	0	2
Missouri	4	2
Montana	0	0
Nebraska	0	0
Nevada	0	0
New Hampshire	0	1
New Jersey	5	7
New York	73	15
New Mexico	0	2
North Carolina	0	3
North Dakota	0	1
Ohio	0	4
Oklahoma	0	0
Oregon	0	5
Pennsylvania	3	3
Rhode Island	0	1
North Carolina	0	2
South Dakota	0	1
Tennessee	2	7
Texas	1	8
Utah	0	0
Vermont	1	0
Virginia	1	1
Washington	0	0
West Virginia	0	5
Wisconsin	0	2
Wyoming	0	1
Washington, D. C.	4	5
Puerto Rico	2	0
Canada	2	2
Totals	137	307*

*Only a partial total because of missing registration; it is estimated that some 450 actually registered.

PROGRAM

WEDNESDAY, APRIL 10

Registration..... 3:00 p.m.
 Exhibitors' Hour..... 6:00
 Trainers' Briefing (Conference Planning Committee)..... 8:00
 Welcome (Hospitality Committee)..... 9:00

THURSDAY, APRIL 11

Late Registration..... 8:00 a.m.
 General Session..... 9:00
 William Wilson, Presiding
 Welcome by Mr. James E. Farmer
 Introduction by Dr. Vincent De Sanctis
 Keynote Address by Dr. James R. La Forest
 Workshop Sessions..... 10:45
 General Luncheon Session..... 12:00 p.m.
 Dr. Betty Tuck, Presiding
 Introduction by William Aiken
 Address by Dr. Carl Lamar
 Workshop Sessions..... 2:15
 Business Meeting..... 4:00
 Dr. Vincent De Sanctis, Presiding
 Special Meeting for Local ABE Teachers..... 4:00
 Exhibitors' Hour..... 5:00
 Banquet and General Session..... 7:00
 Mr. Aubrey Gardner, Presiding
 Introduction by Dr. Jack Ferver
 Address by Dr. Adron Doran
 Entertainment (Hospitality Committee)..... 9:00

FRIDAY, APRIL 12

General Session..... 9:00 a.m.
 Dr. Vincent De Sanctis, Presiding
 Address by Dr. Norvell Northcutt
 Address by Dr. Thomas Childers
 Workshop Sessions..... 10:45
 General Luncheon Session..... 12:00
 Mr. George Eyster, Presiding
 Presentation by The Honorable Carl D. Perkins
 Address by Dr. Ruth Love Holloway
 Workshop Sessions..... 1:45

Dr. James R. La Forest
 "Systematic Planning and Program Development"

.....Dr. La Forest, now Dean of Community Services at Orange County Community College, Middletown, New York, has been Professor of Adult Education at West Georgia State College and is the former Director of Adult Education for American Samoa. He is well known for his publication, A Model for Program Planning in Adult Education,....

Chairman De Sanctis, Conference Coordinator Whitman, distinguished colleagues and guests:

I am awed by the task that has been laid upon me. What started out as a three-man panel and a full day of activities has been capsulated into this talk and a half-day of activity. That change was effected to meet the very personal needs of people attending this conference. The Planning Committee has kept before itself some very pragmatic program guidelines and we all should express our appreciation for their effort to develop a conference suited to the participants, a unique and wholesome departure.

One of my tasks, therefore, is to concern myself briefly with the other planning approaches initially intended to be presented. As I do so I would ask you to keep in mind the following expression of George Bernard Shaw, who said, "A man learns to skate by staggering about making a fool of himself; indeed he progresses in all things by making a fool of himself." To Shaw's claim I would add a postscript from the Talmud: "He who adds not to his learning diminishes it."

The main question the following discussion will attempt to deal with is "What's the first task, problem, or effort in Adult Education?" The answer is one word -- Planning.

The conference theme of "Innovations and Planning" supports this notion. So does Thomas Carlyle, who says that "the merit of innovation is not novelty but sincerity." Before we go any further, let's imagine the following scene:

"Miss Fricket, we would like you to take charge of this ABE program." This type of statement is usually followed by something like: "If you need anything, do let me know," which when translated means, "Don't bother me." Or by, "The former director left no files so you have a wide-open field," which translates to: "We don't know what he did." Or by "You can do anything you like within the present budget but contact me before you make any decision," which needs no translation. The door closes, and there you are.

Now what do you do? Try to start planning? How? Well, some fall back on their college training, others go to the literature, and still others use La Forest Rule #78: "Don't rile the natives and everything will be all right," -- a not infrequently used planning technique. (I know of one state with 37 ABE coordinators who have no classes to coordinate.) We all realize that generalizations are odious, but for the sake of brevity alone I will use two.

There are two major planning formats. The first type is the "Linear approach" which most of us have heard all our adult lives -- Tyler, Goodlad, Bennis and Lippitt are its advocates. These theorists use terms like 'objectives', 'legitimizers', 'social action', 'lay leadership', and so forth. Rather than discuss each one I have charts here that cover them all -- a pun that reveals itself in this first chart. It almost seems that some people you know use this approach all too frequently. Seriously, the next two charts are good examples of this genre.

The other planning format is called the "systems approach" -- which tells us nothing but is a good expression to indicate anything whatsoever. 'MBC-INTERFACE', 'PBS', and 'PERT' are its favorite terms and its advocates are Knox, Hurtley, Obiorne and, unfortunately, anyone else who can spell the above acronyms correctly two out of three times. The following chart is a synthesis of this process.

I told you I would overgeneralize and that's what I've done. Like any good speechifier, or one who thinks he is, let me raise my Fog Index with a diversion -- but a necessary one:

What is planning, or rather what connotation does the word have for me? Planning is the act of constantly exploring ideas, possibilities and potentialities to suit your purposes, and includes analyses of resources, talents and situations. An effective planner is an explorer of ways, maybe just for his own sake,

to maximize potentialities. A planner, therefore, is a maximizer.

Analyzing planning behavior will reveal that it consists of three parts -- 80% horse sense (the experiential), 10% maximization ability, and 10% technique. Planning fails when a person spends 80% of his time on a technique. An old French philosopher once said that when you have a great idea the first thing you ought to do about it is to forget it. In other words, don't try to use it every chance you get by twisting situations to employ it. The time will come, as it always does, when you will use it and use it naturally. The ineffective planner always falls prey to use of a technique.

Now I don't believe I can do much, nor can anyone else for that matter, to increase that 80% horse sense factor a person needs to be a good planner. What I can do and hope to do is increase those two 10% factors crucial to planning, allowing you to use more efficiently and effectively what amount of horse sense you do have. Horse sense, incidentally, I equate with two components: 1) critical thinking, that is, the ability to analyze, synthesize and make decisions based upon factual data; and 2) experiential experience, your 'gut feeling,' the feeling that tells you what to do. Josh Billings sums it up for us as "The knack of seeing things as they are (critical thinking) and doing things as they ought to be done."

In my research I have 'discovered' a process that lets me maximize and be more technically proficient. (Talking marks are put around the word 'discovered' since I used it in the context of my initial simplified description of 'planning'.)

My original attempts at planning were of the linear or open cybernetic loop approach. Each succeeding effort was an addition or an elaboration of the first. Every attempt, however, was still subjected to these pervading questions: The elements are there but how are they related? To what extent do they interrelate and how can they be used in a practical and systematic fashion by inexperienced as well as experienced planners? In my contact with practitioners the last two questions are constantly raised in unsophisticated but realistic statements. An SREB analysis conducted in 1972 revealed some serious concerns by practitioners of direct interest to us all:

- . How can we put theory into practice?
- . Why can't we have a step-by step approach to planning?
- . I need guidelines for directing my day-to-day activities.
- . We need more practical direction and information.
- . How do we relate all of the information into a practical whole?

It's no mistake that the central theme running throughout these concerns is one of practical application. To keep you all awake, I will blasphemously state that most of us have not met these practical considerations with concomitant leadership and information. The SREB study, one with traumatic implications, has emphasized this point. And no amount of carping over sampling techniques, questionnaire format, or interviewer bias can negate these findings. No one attending the report of these findings can forget that the anxiety level was 9.8 on a 10-point scale. The point to consider is how we all can best alleviate these needs with action, intelligence and sincerity. I can give you the names of many people in the audience today who are attempting to provide such guidance. After all, these concerns have surfaced in every ABE meeting (and any other attended by educators) since the inception of the first school. Socrates found that concern among the first with which he had to contend.

Three years of effort and research with practitioners, college staff and learners have produced the material and process which we shall discuss today. I am referring to the ANASYNTHESIS process of systematic examination which will be carefully defined later. I prefer to say systematic examination since the term 'systems analysis' has lost all meaning among the cacaphony of writers and users of 'in' terminology.

A product of such a planning process in action is what's being called in some circles La Forest's Green Eruption. A quote from a recent letter really supports my notions of planning: "It's not new, but it is complete." The writer is right, of course. It's not new, but it does seek to 1) maximize and 2) provide a technique. It's new if you use it in new ways to explore for your own reasons. It's new if it enables you to be a better maximizer. Lastly, ladies and gentlemen, it's new if it works -- I mean accomplishes these aims -- and it has worked well every time it has been used.

Before I describe how to employ this system of critically analyzing planning problems, we will need to 'lay to rest' certain terminology, misconceptions and concepts.

SYSTEMS: We say that a system is simply the structure or organization of an orderly whole, clearly showing the interrelations of the parts to each other and to the whole itself. From this definition, these criteria emerge:

- . There must be a structure or organization
- . The structure or organization must be conceptualized as a whole
- . The whole must be orderly
- . The whole must have parts
- . Parts can be shown clearly relating to each other
- . Parts can be shown clearly relating to the whole

If the system consists of two or more parts which interrelate, each part is known as a subsystem. The subsystems are said to be embedded in the system.

SYSTEMS ENGINEERING: Rau states that systems engineering consists of applying scientific methods in integrating the definition, design, planning, development, manufacture and evaluation of systems. Chestnut examines the major precepts of systems engineering:

- . The idea of change
- . Alternative ways of accomplishing goals
- . Commonly accepted bases for judging the value -- performance, cost, time, reliability, maintainability
- . It may be better produce a model and simulate before building and trying out the actual system

The term 'systems approach' has fallen into disrepute primarily because it has been interpreted in ways which weaken the original meaning. I see systems approach as a process consisting of four major parts: analysis, synthesis, modeling and simulation. These often follow in sequential order:

- . Analysis is performed on existing information to identify the problem, identify existing elements and the interrelation
- . Synthesis is performed to combine unrelated elements and relationships into a new whole
- . Models are constructed which can predict effectiveness without actual implementation of the system
- . Simulation is performed which reveals alternative solutions

ANASYNTHESIS & CYBERNETIC SYSTEMS: Porter states that cybernetics is concerned with the communication and manipulation of information and its use in controlling the behavior of biological, physical and chemical systems. Silvern describes an instructional system as cybernetic when it "is an information processing system; all of the functions within an instructional system deal with information processing...there is feedback (informational exchange) which provides stability and equilibrium...the system is closed-loop..."

In essence, the central concept in cybernetics is information. The control aspect in cybernetics is provided by feedback signal paths.

OPEN-CLOSED LOOP: The majority of systems in education and those we have reviewed are open-loop. The example used was an open-loop system. Open-loop systems tend to be single- or few-solution networks. If the environment is dynamic, the system is not designed to adapt to change. Open-loop systems work well when the events are totally predictable and each event occurs in the proper sequence and on time. These systems are suited for one-man training organizations where control, if any, is within a single person who performs all tasks.

Closed-loop systems tend to incorporate alternative solutions and have various branches representing the "if-then" logic. Modeling and simulation occur in several stages.

At this point we need to review the functions of a planner:

The planner must analyze all existing information and define this information in terms of major functions or tasks. The ABE model development identified 9 major functions.

The planner is then required to synthesize all of the tasks or functions into a whole system. In the case of the ABE model, we conducted synthesis to structure over 200 functions into a related form.

Following the first two steps the planners should use the modeling process to graphically portray tasks/functions and their relationships. The ABE Model depicted 9 systems of tasks at the major level and over 200 subsystems of tasks at more exact levels.

The planner must then prepare and conduct a simulation to test and de-bug the model. In other words, problems are input and processed. There are really

only two forms of simulation applicable to us at this time:

- . Oral, or talking through a problem to 'get the feel' of the technique of model using
- . Developing a written narrative of the simulation; which is a more sophisticated and exact process. These written narratives can and will become your actual Plan of Action

Conducting a simulation will let you try out a problem without expending resources.

At the risk of being redundant: the planners must develop a written narrative for their model. I don't mean to insult anyone's intelligence, but planners cannot be content to develop only one narrative. You must constantly cycle through your model. A model is useful only if constantly employed. Our ABE Model is unique because it not only identifies functions but shows relationships -- thus it is directive for important and necessary requirements.

I would like to briefly review the ABE Model at the first level. In case I mentioned it only 49 times, it's important to recall that not only does a planner constantly cycle through the model but he also uses each subsystem independently for specific components. You can promote programs without going through the whole cycle.

Folks, I am not suggesting that you should adopt the ABE Model in toto for your program. What is being suggested, however, is that you use what seems best to you. Develop your own model; use it in developing your own narrative. Lastly, I would like to point out that people in fields other than adult education have found the ABE Model or its components to be useful.

.....What follows is an outline of the ABE Model as provided by Dr. La Forest.....

A. USE OF ANASYNTHESIS

- . Makes for viable product production to meet specific needs
- . Enables a single planning format
- . Maximizes use of talents in group work
- . Easy adaptability to computer needs
- . Will serve as a planning/evaluation/day-to-day operational tool
- . Planning language is easily understood by local people
- . Common reporting/planning/evaluation through initial/terminal set points
- . Descriptors clearly identify what needs to be done
- . Enables budgeting by supplying a rationale based on data

B. HOW DEVELOPED

- . By part-time teachers, part-time/full-time coordinators, newly-entering professionals/paraprofessionals
- . A two-week session; could be done in one week
- . Problem centered

C. USES OF MODEL

- . As a planning tool for statewide coordinators/local teachers/regional staff development because it identifies tasks/functions/DM points. Its specificity enhances, not limits, universality. Changes functions to suit
- . As an evaluation tool--subsystems build to whole, yet are independent
- . As a training instrument--identifies important tasks and training needs
- . For data storage and retrieval--uses numeric code for data flow
- . Communication channels
- . Task responsibilities
- . Deadlines and DM points
- . Day-to-day operation
- . Minimizes state planning time, freeing staff for program development
- . Provides for projection and future planning needs
- . Functional subsystems can be used separately to meet specific needs

WORKSHOP PROCEEDINGS, FIRST DAY: PART ONE

THE INNOVATIVE ROLE OF THE PROFESSIONAL ADULT EDUCATOR IN PROGRAM PLANNING

...These four very brief sessions were designed to further identify and specify issues and problems evoked by Dr. La Forest in his keynote address.....

RESOURCES AND DISSEMINATION

MR. JOHN HATFIELD

School Management Institute, Inc.
Worthington, Ohio 43085

MRS. JESSIE ULIN

HEW Region III Staff Development
Project
University of Maryland
Washington, D.C. 20007

This group established a list of suggestions concerning the functions staff development training specialists, University or special project staff members might perform in a staff development system:

- . identify resources
- . develop national linkage for staff development resources
- . determine curriculum content
- . identify and recruit clients
- . evaluate products and dissemination systems
- . evaluate the staff development system
- . establish dissemination systems
- . engage in promotion and publicity work
- . stress staff development activities
- . create jobs
- . establish certification procedures
- . serve as advocates for staff development funding and upgrading staff
- . establish priorities of functions

ADMINISTRATORS

DR. DON P. CAMMARATTA

Director, Adult General Education
Hillsborough County Public Schools
Tampa, Florida 33602

MR. AUBREY GARDNER

Director, HEW Region X Staff
Development Project
Northwest Regional Educational
Laboratory
Portland, Oregon 97204

This group produced a list of suggestions concerning the functions administrators might perform in a staff development system:

- . make needs assessment
- . establish goals and objectives by priority
- . develop the budget
- . develop evaluation processes
- . develop in-service plans
- . establish systematic linkage
- . ascertain staffing needs
- . identify and utilize appropriate resources
- . establish motivational processes and procedures
- . develop curriculum
- . identify materials

CURRICULUM AND INSTRUCTIONAL PERSONNEL IN ABE/GED

DR. JAMES CARSON

Mid-Alabama ABE
Tuskegee Institute
Tuskegee, Alabama 36088

*

This group suggested target areas of special concern to ABE/GED personnel within six broad program areas:

- . Interview -- establishing successful student self-concept
- . Diagnosis -- direction and guidance
- . Prescription -- refining strategies of growth
- . Instruction -- professional growth
- . Evaluation -- community response
- . Record keeping -- awareness of human interest needs

CURRICULUM AND INSTRUCTIONAL PERSONNEL IN ESL

DR. KENNETH MATTRAN

New England Continuing Education Center
University of New Hampshire
Durham, New Hampshire 03824

DR. DIANA BARTLEY

Associate Professor
School of Education
University of Wisconsin
Milwaukee, Wisconsin 53201

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This group focused on linguistics as a system for staff development in ESL and on the use of teaching skills such as those developed at the University of Wisconsin as a system in the area of methodology.

USE AND DISSEMINATION OF NEW PROGRAMMING PRACTICES

DR. HAROLD BEDER

Director, Center for Adult Education
Box 156, Teachers College
Columbia University
New York, New York 10027

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...Dr. Beder discussed the focus of materials produced by 309-funded projects and the lack of an adequate dissemination policy which would reach areas most needing those materials -- the ABE director and his program. Beder gave the results of a study in which seven 309 projects were observed and their staff interviewed.....

The results of the study included:

- . most 309 projects are not focused on the needs of ABE
- . the greatest input toward Title III policy comes from the higher levels of government; next in line are the State Divisions of Adult Education; local programs provide the least amount of input

Some problems identified by the study include:

- . When a program is funded for a specific period of time, the dissemination process is usually last and is allotted the shortest completion time; therefore, when the funding ends, the process stops
- . (identified by George Eyster, Appalachian Adult Education Center) The recurring problem of having to drop monies intended for dissemination when negotiating initial project funding
- . For communication of the more difficult materials, time is usually far too short to convey a complex product to several ABE programs

Dr. Beder identified the most important possible solution as the idea of establishing a permanent on-going agency for storage, evaluation and dissemination of 309 products. The proposed agency would 'tack on' to the beginning of a program and would phase into dissemination as the project was phased out. Another possible solution is to have an agent visit the program and 'assist where necessary.'

For more information, write to Dr. Beder at the address above.

ENGLISH AS A SECOND LANGUAGE

MS. MARY GALVAN

Department of Secondary and Higher Education
East Texas State University
Commerce, Texas 75428

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.....below are comments selected from this very lively group discussion.....

Problems in ESL/ABE

- . A second language takes a great deal of time and effort; adults rarely have sufficient time to schedule for this
- . Adults are far more sensitive to their language needs and limitations than children
- . Many ABE teachers are volunteers not trained in ESL; some not even in ABE
- . In most programs, the approach to ESL is the same as to English as a first language
- . Old methods are now being challenged but nothing significant has taken their place. What methods should we use?
- . Adults have a tremendous range of needs and come with a tremendous range of ability
- . More and more adults speak some English, but really cannot read
- . There is a nationwide push to develop ABE programs, but without a sufficient number of teachers and facilities
- . There is a need to develop some assessment instruments for migrant students

Teachers should:

- . Include adult students in planning their own communication goals
- . Use a variety of materials which are close to the task to be mastered -- job manuals, newspapers, magazines, etc., and the best texts available
- . Organize the class for peer group monitoring and practice
- . Teach students how to 'read' responses from other group members
- . Redefine the teacher's role
- . Find out what linguistic features will be important to the particular class. (ABE/ESL teachers need more linguistic training.)
- . Use the same kind of sentence patterns repeatedly with beginners
- . Use more tape recorders, etc., not workbooks, to hit the interest of the student
- . Set up and supervise exercises in the classroom
- . Explain and interpret both language and cultural phenomena
- . Find or make more adequate materials
- . Point out alternative models
- . Explain interference from other dialects. Connect the known language with the new
- . Find a way of putting adults' achievements on 'permanent' records
- . Learn to assess specific needs
- . Use a 'universal approach'; know how languages contrast and to what
- . Notice the match (there will be one) between the student's language and yours
- . Promote peer group motivation

Write Ms. Galvan at the address above for information.

ABE MODEL READING PROGRAMS

DR. DONALD BROWN

Professor of Education
University of Northern Colorado
Reading Center
Greeley, Colorado 80639

MS. JANE WYLIE

Coordinator, ABE Model Programs
University of Northern Colorado
Reading Center
Greeley, Colorado 80639

.....Dr. Brown and Ms. Wiley described the functions and purpose of the ABE Model Program at the University of Northern Colorado.....

The project has produced five filmstrip/cassette programs descriptive of a variety of ABE projects in different settings. The films are intended to be used by ABE personnel at all levels to provide a view of model programs, different environmental situations, materials in use, types of training used and results obtained. The films are not intended to be exclusive training devices.

The purpose in developing these materials was simply to disseminate knowledge of model ABE practices for aid to local programs.

The five project subjects of these films are:

- . Colorado State Penitentiary, Canon City, Colorado
- . Albany Learning Center, Albany, New York
- . Home Instruction Program, Piketon, Ohio
- . Adult Opportunity Center, Rogue Community College, Grants Pass, Oregon
- . TRANDS (formerly NewStart), Prince Albert, Saskatchewan

Three films were shown:

The Albany Learning Center film is descriptive of an individualized approach to meeting the needs of inner city adults. Methods of intake, assessment, instruction, counseling and planning are treated. The Center seeks to develop individual growth in its clients as well as provide a training ground for ABE personnel. (Under the direction of Garrett Murphy.)

The Piketon Home Instruction Program film describes a rural paraprofessional delivery system for reaching ABE students who do not participate in regular classes. Training, approach, testing, instruction and counseling in terms of the role of an adult instructional tutor are described. This Program as well as a regular adult learning center and a portable mini-lab operate under the supervision of Max Wey, Assistant Superintendent.

(Two other programs from the audience reporting successful use of trained paraprofessionals/volunteers were: Tallahassee Literacy Council, David Alexander, Director, Box 2461, Tallahassee, Florida 32304; and Hamilton County ABE, Wanda Marshall, Director, 400 Chestnut Street, Chattanooga, Tennessee 37402.)

The Rogue Community College Adult Opportunity Program film described the operation and function of a community college-based ABE program.

These films are presently available for distribution; information may be obtained from Dr. Brown at the address above or from: International Reading Association, 800 Barke Dale Road, Newark, Delaware 19711.

NEW DIRECTIONS IN ADULT INSTRUCTIONAL MATERIALS

DR. JOSEPH JACQUES

Director, National MultiMedia Center and National Adult Education Clearinghouse
Department of Adult and Continuing Education
Montclair State College
846 Valley Road
Upper Montclair, New Jersey 07043

.....The presentation concerned new directions of instructional materials and was directed towards informing and providing sources of information to ABE teachers and administrators. Dr. Jacques provided examples of products directed towards teacher training and a selection of materials for ABE students.....

By using the National MultiMedia Center, teachers and administrators will be able to review materials abstracts and make a better selection of materials based on their specific program needs.

The need for such a service was determined by a survey of existing instructional materials, conducted by a task force directed by Dr. Edward Brice and initiated by the Adult Education branch of the USOE. In 1970, the National MultiMedia Center for ABE was established as a system or model whereby the ABE practitioner might know what materials had been developed. The Center assesses materials produced for ABE and related fields and prepares informational abstracts for national and international distribution. (After termination of initial funding, it was necessary for the NMMC to become self-supportive; all services are now operated on a subscription basis.)

In the area of instructional materials for ABE levels, the new trend is toward the use of instructional games. Two major questions concerning the appropriateness of games as a major source of knowledge are:

- Is the adult learner really 'turned-on' to learning through the use of games usually regarded as 'child's-play'?
- How much learning actually takes place and how can this learning be evaluated?

Another new trend in instructional materials is the use of audio-visual materials on the ABE level. Such materials include cassette tapes, filmstrips, videotapes and education television components. These materials have established a trend in the area of communication skills.

There are many materials now available which provide psychological attraction for adults who are extremely pragmatic, such as materials which teach verbal skills with regard to socio-economic background. However, the critical problem area is that most important distinction between adolescent and adult interests, motivation and responsibilities.

In the area of gimmicks: "There are several new reading techniques which use the phonetic alphabet, colors, and/or typewriters, but those materials which are the most creative and innovative are probably still those which you yourselves produce in the classroom."

For more information, write Dr. Jacques at the address above.

LEVEL I INSTRUCTIONAL TECHNIQUES

MS. ANTRUSA BRYANT

Special Education Department
Mankato State College
Mankato, Minnesota 56001

MS. CYNTHIA SETCHELL

376 English Road
Rochester, New York 14616

MR. SVEN H.E. BOREI

President, Philadelphia ABE Academy
Philadelphia, Pennsylvania 19104

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.....This meeting entertained an informal group discussion in which techniques used on Level I with adult students were offered.....

Antrusa Bryant described the publication A Guide for Reading Instruction in Adult Basic Education (now in print). The guide utilizes functional-type content, content directly related to the needs of the students. Nothing in this material is innovative, but it is organized to directly relate to everyday adult needs. Write to Ms. Bryant at the address above for more information, or to: Dr. Hal Dreyer, Minnesota Reading Quarterly, Mankato State College. (Ask for Bryant and Bryant articles on ABE reading.)

A study related to Level I reading has been completed. Purpose of this APL study was to identify the needs of adult clients in the areas of occupational knowledge, consumer economics, government and law, etc. (See: address by Dr. Norvell Northcutt.)

Material lists concerning job positions, banking, budgeting, buying, taxes, insurance, driver education, etc., may be obtained from: ESEA Plus, Title I, Minnesota Reception and Diagnosis Center, Box L, Circle Pines, Minnesota 55014.

Cynthia Setchell discussed individualized reading instruction: Reading instruction must be individualized. Individualized instruction means that 1) students become responsible for their own learning; 2) the teacher is a facilitator and not an expert, disciplinarian or dictator; 3) the classroom atmosphere must be warm, free and inviting; 4) when students take responsibility for their own learning they do work outside of class and therefore come to class prepared to ask questions and receive guidance. Individualized instruction is not 1) the same lessons given to everyone in the class at different times; 2) cramming as much material as possible into three hours and monitoring to make sure students do it; 3) keeping excessive classroom records including every page assigned and every assignment completed.

Sven Borei discussed the training of volunteers to be teacher/tutors in a private literacy school. Three major concepts to be stressed are: 1) all adults can learn; 2) the learning situation must be totally oriented toward the learner--the teacher is relatively unimportant; 3) these four central items must be incorporated--the student must learn he is able to learn, must learn to be independent in learning, must learn to be open to learning, and must learn basic skills in order to approach his real needs.

The approach should be person-to-person, on an equal basis. The teacher must be sensitive to a two-fold pacing of learning--personal life vs. skill life.

In choosing supplementary material, the needs and interest of the student should be the prime consideration; size and difficulty of material is irrelevant. The New Streamlined English Series (New Readers Press) is one of the best sources for volunteers.

SPECIAL EDUCATION FOR THE HANDICAPPED

MS. MARY CONRAD

Higginsville State School and Hospital
Higginsville, Missouri 64037

MS. BARBARA KEEGER

Higginsville State School and Hospital
Higginsville, Missouri 64037

DR. THOMAS MAYES

Programs for the Deaf
Center for Continuing Education
Gallaudet College
Washington, D.C. 20002

MS. LINDA DOUNELS

Assistant Coordinator
Demonstration Programs
Center for Continuing Education
Gallaudet College
Washington, D.C. 20002

DR. EMERSON FOULKE

Director, Perceptual Alternatives Laboratory
University of Louisville
Louisville, Kentucky 40208

.....These experts described their respective efforts in the field.....

Mary Conrad and Barbara Keeger: Project Evolve began in 1971, focusing on young retarded adults in the areas of social, academic and vocational skills. They are motivated to learn and increase their vocational skills through a token economy system, where they are 'paid' for tasks or activities they perform. If they do not earn enough money they must go on 'welfare' and their privileges are taken away. The academic classroom is based on the Hewitt system. Point cards awarded in the classroom can be exchanged for tokens; fines are levied for misbehavior. The student works only on that level in which he can succeed. The individualized station approach is used. Students begin a simple task they can master and go on through succeeding stations (activities to perform). Sample stations in home economics are First Aid, Grooming, Measurement, Kitchen, House-keeping, Budgeting, Sewing, Family Living, Washer-and-Dryer, and Ironing. The vocational educational program teaches basic job behavior; housekeeping and food service are the major vocational aids. The project has placed 90 students in private homes with great success, and has trained a total of 153 students.

Thomas Mayes: In 1972, Gallaudet College, a liberal arts college for the deaf, established the Center for Continuing Education. It also has elementary and high school level laboratory schools as well as graduate programs. Our goal is to make learning opportunities possible for deaf persons nationwide.

The biggest problem for the deaf illiterate is that he has no language at all. Gallaudet has four ABE classes trying to meet the needs of deaf adults through interpreter-teachers, ESL (sign language is the first), individualized instruction, and team teaching. The biggest problem areas are developing materials and teacher certification.

Emerson Foulke: The Perceptual Alternative Laboratory, a graduate research Institute within the University of Louisville, is interested in the investigation of perceptual alternatives when impairment affects the individual's activity and he needs to compensate for that loss. We work primarily in the area of visual impairment; however, we are also involved in other areas such as motor disorders. The PAC program is organized into three related areas: 1) Listening -- reading by listening; 2) acquiring information by touch -- Braille, index systems, etc.; and 3) perceptual bases for the mobility of blind persons. A project near completion there is a Recorded Dictionary for the Blind. One of the newest instructional approaches being utilized is the Audio-Tutorial System, which is designed to eliminate the frustration of failing tests by making the student aware of behavioral/performance objectives in advance and through utilization of all instructional resources available.

For additional information, write to the above address

RECRUITMENT METHODS: "YOU CAN"

MRS. ANNA MAE BURDI

Director, ABE
Ferndale Adult Education
881 Pinecrest
Ferndale, Michigan 48220

MR. JOHN COLBERT

Director, ABE
Pontiac Adult Education
101 E. Pike
Pontiac, Michigan 48058

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.....The "You Can" publicity campaign was designed for local, state and national use of adult education administrators.....

The major goals of the "You Can" project were: to tie together all adult education programs in Michigan; to recruit students into the various programs; and to bring the scope and content of adult education to the attention of state and national legislators. In developing the publicity package, several state-wide meetings were held to determine exactly what should go into the campaign. Involved in these meetings, along with the adult educators, were Channel 50 and the publicity firm of Wilding, Inc., both of Detroit.

After developing the logo of a little red school house and the slogan, the package was divided into three areas: gimmicks, printing, and radio and T.V. All the items in the publicity package could be localized for a smaller audience. Some successful gimmicks were ballpoint pens, bumper stickers, placemats, napkins and litterbags. Printing ranged from billboards to small newspaper ads and display posters. For radio and television use, several successful adult education students made 30-second videotape spot announcements. Some radio stations used the sound track of the videotape, and several radio scripts were developed by the panel members. All items used the "You Can" logo and slogan.

Cost of producing the kit was very low. Professional expertise from Channel 50 and the Wilding firm was donated free of charge, as was over a quarter-of-a million-dollars in free air time by local radio and TV stations. To further reduce costs a central distribution point was established and a large dollar amount saved by buying in great quantity. Many private firms used the logo as mail stuffers and postage meter imprints.

In testifying to the success of the campaign, which ran from the second week in August to the second week in September, a 75% increase in overall enrollment was achieved. Several local programs had phenomenal results; Grand Rapids doubled its enrollment, as did Brighton, and Ishpeming saw a 25% increase in students. While not claiming all the credit, the campaign did have a tremendous impact. The Governor proclaimed Adult Education Week; several mayors followed suit. Inquiries have been received from all over the nation; several states have adopted the plan. The NAPSAE national conference endorsed and adopted it; several regions have implemented it. It is our hope that the "You Can" campaign will be adopted nationwide to involve all adult and community education programs.

To get started in using the "You Can" publicity recruitment kit, the panel has developed a step-by-step process sheet -- which is part of every package. All panel members will be happy to assist any program in the development of its own campaign. For more information, items, etc., write to any panel member at the addresses above.

PARAPROFESSIONALS, TUTORS, AND VOLUNTEERS

DR. DORIS MOSS

Director, Adult Education
Title III ABE Program
New York City Board of Education
Office of Continuing Education
Brooklyn, New York 11201

.....Dr. Moss described the New York City program.....

The New York program

- . uses tutors with ESL students; they may be University or ghetto high school students
- . uses homebound instructors, businessmen, political leaders as paraprofessionals to teach in offices, businesses and homes
- . uses volunteers, though there are some problems. Expenses for traveling and eating are not paid for; training sessions need to be reorganized; an advisory board should help by making recommendations for training sessions.

A policy statement is needed, either statewide or locally, stating that volunteers should not have to pay expenses and thus be penalized for doing volunteer work. To keep them from being 'salaried' one might use a per diem basis for payment of expenses. Tax deductions should be increased when volunteers improve their professionalism by attending service training programs.

For part-time ABE teachers, workshops and conferences should be used to offer more professionalism. Part-time teachers should not be forced to attend but should be motivated through job preference or college credit.

Volunteers, paraprofessionals, tutors, and teachers should be compatible; training, along with the actual jobs, should be a team effort. All should have some part in evaluating each other.

Local ABE directors should try to find some of their homebound students through public assistance and existing ABE students. When the teacher enters the home, he should try to establish immediate and continuous rapport while convincing the student there is nothing to worry about.

One advantage of homebound instruction is that it removes the added problem of traveling to the center. The final advantage is that the student is much more at ease and comfortable in his own home, which greatly increases his self-confidence.

Dr. Adron Doran
 "Historical Perspectives of ABE"

.....Dr. Doran is President of Morehead State University, Morehead, Kentucky, and has served in that capacity for over 20 years. He is a former Speaker of the House in the Kentucky State Legislature, and was appointed by President Lyndon Johnson to the Presidential Education Committee. He has received the coveted Horatio Alger Award and is the author of many publications.....

I suppose I will encounter great difficulty when I try to define an adult. There are legal definitions and there are other definitions far more meaningful. And I know very little, if anything, about innovations in adult education, about what ought to be innovated and what should be retained, about what should be changed and what should be kept. But I do know a little something about the planning that has gone into the programming of adult education over a long period of time. Many of you have been involved in the planning for these programs far longer than I. I have had the good fortune to be at the firing line where decisions were being made -- and important ones at that. I have had the privilege of watching the manipulations and movements and combinations of people that have brought about the situations you find at this national conference tonight.

We have for a long, long time in America talked too much and done too much in the field of education from the local level. Only in recent years have we emerged to talk about and act as if there were partnership, really, between and among local, state and federal government. We have seen adult education emerge as a concept and as a practice from the efforts to establish this partnership among the people who control local or state or federal resources.

In 1957 we in Kentucky, in Appalachia, found ourselves in the aftermath of one of the greatest floods that has ever swept down the valleys, creeks and rivers in this section of America. This motivated the people of Kentucky to look at what could be done in planning and developing with the utilization of our human and natural resources to do one thing about solving the problems we recognized we had. I'd like to spend a moment on some of the happenings that have led, in my opinion, to the establishment of the Appalachia Regional Commission.

While the Governor of Kentucky was on a trip to Israel, the Lieutenant Governor motivated us to look at the community centers in Eastern Kentucky and moved the Marshall forces of the 32-county area to form a planning and development commission. As a result of these efforts, the Lieutenant Governor formed what was known as the Eastern Kentucky Regional Planning Commission. We worked for three years on developing what we call Program 60 -- a decade of action for progress in Eastern Kentucky named Pattern for Total Development. (And we really meant total development, because we had segmented our efforts for so long and had competed with one another for so long that we lost sight of our whole obligation.) We were petitioning local and state and federal government sources to concern themselves with depressed areas. But it suddenly dawned on us that we were not talking about depressed areas but about underdeveloped areas -- there are areas all over America that just absolutely have never been developed, never reached the stage where they could be called depressed. And in this whole process we found that the agencies of state and federal government who could help us had criteria by which they measured projects they would approve that absolutely did not fit our section of Kentucky or the Appalachian section of America or many other pockets of poverty, we called them then, in the fifty states.

Let me give you two or three examples: The Bureau of Federal Roads. One of the things that has contributed so greatly to isolation in America and particularly in Appalachia is the lack of connecting roads. Roads were built in the early days down at the creek beds and followed the 'hollows' of our area. The only way of getting from one valley to another was to go the length of the hollow to the end of the valley and then go back the other side. Well, the Bureau of Federal Roads had criteria by which they determined what roads would be built -- traffic count! They would not channel money to state and local governments to build roads in areas where traffic count was not high. In other words, if there was not a large number of people travelling the roads, you did not meet the criteria for federal funds.

But of course you can see the ridiculousness of that! You don't have a traffic count when you don't have roads! And when you don't have roads, you cannot qualify for roads without a traffic jam! Anyhow, we managed to persuade the federal government to look at us in terms of the need for roads -- so that industry could be attracted, so that people could get in and out, and so we could begin to establish relations with the rest of the world. Most convincing was this fact we discovered about that time -- the federal government had indeed built a \$30 million dollar road in Cambodia which began and ended nowhere. You remember that part of the story. So we said, "If you can build a road in Cambodia without 'criteria', why can't you do the same for these sections of America?" From this came the real breakthrough in road building in America and particularly in our section.

Flood control. Now, if we had a flood in our region and the water stayed up, the land was flooded and the houses were swept away and the businesses were destroyed and the people had to move out until the water went down. If it were crop season the crops were swept away; if it were wintertime the crop preparations were ruined. We began an effort to persuade the federal government to join in a partnership with the state and local communities to build dams to impound the water and control the floods. They came to us and said that they could not build a dam on one-creek-or-other because of a thing called a 'cost ratio'. They said the ratio of the land to be protected to the cost of the dam was so low that the land was not 'worth' protecting by building a dam. And we said, "The land will never be worth anything, the cities will never develop, industry will never come in, and the people will continue to migrate so long as floods come and wash us away." Finally we persuaded the Corps of Engineers to modify its cost-ratio criteria and convinced them the land would be worth saving if it were protected from the floods.

In this whole context education emerged to find its place -- particularly basic and adult basic education. Out of this real context came the Appalachia Regional Commission, from those fine men in Eastern Kentucky who formed the planning and developing groups. When Bert T. Combs became governor of Kentucky he accepted the proposition we had made to him and built what is known as the Mountain Parkway. Now the Appalachia Corridor is being built to connect the north and south.

Governor Combs asked the governors of the thirteen states which had sections in Appalachia to hold a conference; it was held and the governors agreed to form a compact where the resources of federal and state and local governments would be pooled to solve some of our problems. John F. Kennedy was running for the Democratic presidential nomination then. He went to West Virginia and found a situation he did not know existed in America. He was impressed by what we were talking about and when he became president he issued an executive order creating such a compact. When Lyndon Johnson became president he supported the bill introduced by Tom Parker and John Cooper that created the Appalachia Compact.

We finally thrust education into the discussion. And here is where the concept of partnership in ABE, in adult elementary and secondary education, and even in higher education began.

In 1963 I was chairman of the NEA Legislation Commission. Representing the NEA, I was called before a joint committee of the House and Senate to testify on the Economic Opportunity Act. We said to them, "Now, the federal government has adopted an act to help school districts impounded by federal installations." (If you had a federal prison or atomic energy plant or army post in your area the school districts became impounded and impacted; the districts could not take over the cost, so the government poured millions into the construction part of the program.) We said, "It makes just as much sense to talk about school districts in Kentucky or the nation that have been impacted by low-income families as it does to talk about those with federal installations. The school districts had nothing to do with the decision just as those districts had nothing to do with the emergence of large numbers of low-income families with lots of children who need to go to school. Now, will you modify this act to include this concept or will you pass another law to do something about it?" You can imagine the reluctance of the Congressmen to talk about so foolish a thing as a partnership to solve these problems. Finally, Johnson named a Task Force to study the law authorizing the appropriations to elementary, secondary and adult education in America. Out of that came the Elementary and Secondary Education Act, where money was distributed to school districts on the basis of the number of students whose parents were in the low-income range. This is a little of the background on the efforts to establish the partnership idea.

In the county of Kentucky where Morehead State is located, there was founded what history records as the first concerted effort local in adult education. Cora Wilson Stewart, Superintendent of Schools in that pocket of poverty, found that children in her rural elementary schools were achieving far below the state and national averages. She decided that the trouble began in the home -- that to raise the level of the children you had to raise the level of the parent. So they used the schoolhouses by day for the children and by night for the parents, and began the famous Moonlight Schools. Following Stewart's success, the concept spread practically all over the state. (Many parents of leaders in Kentucky today were involved in the Moonlight Schools.) In 1914, the Kentucky Illiteracy Commission (sometimes called the Moonlight School Commission) was created, and Cora Wilson Stewart was named chairman. Then the NEA formed an illiteracy Commission and she was named chairman of that. Finally, Congress authorized an Illiteracy Commission, and Cora Wilson Stewart became chairman of that -- by appointment of President Coolidge or Hoover, I don't remember which.

Last year we went into the county, found and restored a little schoolhouse, and moved it to our campus. When we celebrated our anniversary, we had some people who taught in those moonlight schools and some who had gone to those schools. That program was really the beginning of the concept of raising the educational level of the parents to effect change in the youngsters.

In support of this concept, we wanted to establish adult education centers at Morehead State University. We found out that the Office of Education had money to spend, and we wanted to help them spend it. So we formed this demonstration center, and have worked with other Appalachian states to form similar centers. Nobody has worked harder than Carol Rose and George Eyster and their associates. They were national speakers before they came to us, but they have become even more greatly identified with this sort of program since they came to the University.

Now in 1962, while we were laboring over this concept of partnership and this concept of regionalism, Congressman Parkins of the 7th district (where I live) decided he ought to hold hearings on the adult basic education concept. He brought a number of other Congressmen to the campus for a three-day hearing on the sort of setting I am talking about -- the Cora Stewart Wilson environment. He is now, as you know, the chairman of the Commission of Education. He has influenced more legislation relating to education from the national level than any other individual who has served in the Congress. But he had such people at this hearing as Senator Robert Griffin of Michigan, who has great power and influence. He had such individuals as Senator Wayne Morse of Oregon, who recognized the importance of what we were talking about.

All of this is intended to be recorded as part of the history of planning and innovation in adult education. The Southern Regional Education Board has taken up the cause and unfolded the batter -- and is doing a marvelous job. You from other sections of the U.S. have access to similar regional identities.

As you know, last year we received a UNESCO Award, which means that this concept is becoming international in power, influence and reality. (Last year and the year before that we had 7 masters students in ABE from Thailand. They said the population, resources and problems of Appalachia were very like those of Thailand). George Eyster received this award from UNESCO for the great work he has done in Kentucky, the South and the nation. We moved to develop graduate programs in adult and continuing education. They checked the records for me. In 1970 we had 42 people enrolled in the graduate program -- this year we have 145. What happened to us can happen in Wisconsin and Oregon and everywhere else, if you build the program hard. The needs and demands are there and the students will be receptive to this sort of preparation.

I know in your planning you ought to talk about innovating -- what you're planning to do more or do differently or do better. I want to speak for two minutes on the challenges of the future.

One of the great challenges to us is the full funding of programs at the national level. This is an exceedingly difficult problem to solve. We have been far more successful in getting the laws passed than we have in getting the appropriations made. When we were successful in getting the appropriations we often ran up against the Bureau of the Budget which impounded those monies and would not let them go. This is a new thing in American politics -- the right to impound funds appropriated and authorized by Congress. We'll win this battle as we have won the others. But we need to involve ourselves in all three of them. Your congressman ought to understand what's involved in your problems that requires legislation. He ought to understand what's in your problems that involves propositions. And he ought to understand that his job is not done until he gets

people to turn the money loose and let you have it to do what needs to be done.

The second thing the future holds for us, in my opinion, is the responsibility of obtaining acceptance of the program by local and state agencies. Now, you are competing at the local level with many agencies and at the state level with many, many more. We must convince governors, legislators and administrators that this is unacceptable.

The third thing I think is a responsibility to see total programs based on local, state and national cooperation. As long as we continue to segment, we are vulnerable. But if we get it all in one package, load it up together, then the potential for support is far greater. Many people think we don't have enough money to educate the children, let alone the adults, but if the programs are integrated we do.

Finally, I think we need to concern ourselves more with increasing the number of professionally-trained teachers in the field of adult education.

If I sound like great things have been done, it's because I think they have. If I sound as if things are yet to be done, as if we have touched merely the hem of the garment, it's because I think that is true. Out of 57 million illiterate adults in America today we're influencing only some 5%. Certainly, some things have yet to be done.

Now I don't know how much difference you would consider to exist between the various areas of education. I don't know how difficult you think it will be to integrate adult with secondary and elementary, vocational and technical, higher education and other fields. But I think it has to be done.

Let me close with this story. I went to Morehead in 1954 and am Exhibit A of what can happen to a university president over 20 years. I'm from Western Kentucky, but in those days I was determined to get acquainted with as many people in Eastern Kentucky as possible. I spent many hours out in the region learning ways and habits and what the people expected out at Morehead State College, as it was then. I drove all over the area.

One hot August afternoon I was up in the far reaches of Eastern Kentucky. I had not eaten since breakfast nor had a drink of water. As I drove down one of those winding roads with a cliff on one side and a creek on the other, I saw a little drive and a mailbox and a footboard that led across the creek to a mountaineer's cabin. He was sitting on the porch. I got out and went across the footboard. He just sat there, rocking away. As I approached, an old hound dog raised his head and opened the eye nearest me, flopped the ear from over it, looked at me, and lay back down. I stepped up on the doorstep and said to the man, "I'm Adron Doran and I'm President of Morehead State College and I'd like a drink of water." He pointed to the edge of the porch where there was a 5-gallon water keg. There was no dipper, but over the back of a straight-back chair hung a crinkly old gourd. Now, for some of you city folks, a gourd is a contraption that grows on a vine, has a round bore on the end, and a long handle with seeds in it. I took the gourd and started to the water bucket. I looked at my host more closely. He had a long flowing beard and a handlebar moustache. I knew that he and the dog had been drinking out of that gourd too -- and not just coffee or buttermilk or water either. I debated how I could drink out of that gourd and not drink from where the dog had drunk or the man had drunk -- a great challenge! So I took the gourd and bit deep down to get below the surface with all the slobber, and then I debated how this mountaineer had got so drunk. Well, as I moseyed around and wrapped it around my arm, I decided to drink as close to the handle as I possibly could. Much of it ran down my sleeve, as you can imagine, but finally I drank out of it close to the handle before it goes into the bore. Well, as I put the gourd back down on the chair and was turning to leave I felt this fellow's eyes on me. He was looking right through me, watching every move I made. He said, "What did you say your name was?" I told him. "What did you say you do?" And I told him again. And he said, "Well, sir, I declare. You are the first educated man I have ever seen drink out of a gourd just like I do!"

And so I have learned that all of these people you're dealing with drink out of gourds just like you do and can be educated just like you got educated.

Thank you for inviting me.

Dr. Norvell Northcutt
 "Adult Performance Level Skills"

.....Dr. Northcutt, who received his doctorate in Education Administration from the School of Education at University of Texas, is now Director of the Adult Performance Level Skills Project at University of Texas at Austin.....

The Adult Performance Level Project has two main objectives -- to develop a pragmatic performance-based description of adult literacy, and to develop assessment devices which hopefully will have some application and variety of operational levels. Ordinarily I begin this presentation with a detailed, rather tortuous and generally deadly boring explanation of our research design, the theory that we have constructed and that goes behind it and all that good stuff and then I fill in with the latest results from the study. This morning I intend to reverse that process. We are going to go immediately into some results and then, time permitting, we will get back into the theory. I don't guarantee that will be any more entertaining than the other way, but since I am nothing but a researcher I am not expected to be entertaining.

We have just concluded a national survey of adults in the continental United States, Alaska excluded, using some test items based on objectives developed from our lab research which we feel the evidence indicates are important to the acquisition of adult literacy. That is what I want to show you a small sample of this morning and give you a little background about the way this particular survey was conducted before we go on to the results.

This survey comprises a representative sample of American adults. We went to great pains, as a matter of fact, to make sure we could generalize from the results of these polls to essentially the adult population of the country; that is, people who are between 18-65, are English-speaking, and are not blind. We did not conduct this ourselves; we subcontracted it out to a firm which does that for a living. The study was conducted much in the manner that the pollsters conduct their surveys to find out how the President is doing these days or to predict election results. We are quite pleased with the way this particular phase of our study was conducted and I am generally satisfied that we are pretty accurate and generalize pretty specifically to the performance of adults in this country.

(first slide) One of the things we are talking about is summarized in this first slide. This was a house-to-house survey on a random sample of adults all across the country. What we asked people to do was as follows: In a one-to-one household interview we asked people as you see there to read the ads and tell which one was put in the newspaper by a private person. Although you are not familiar with the APL study, you may be wondering where this particular item came from. I am not going to go into great detail at this time, but it is keyed to a general knowledge area we call occupational knowledge. At any rate, what the person saw was those four ads and we listed those four kinds of ads at the bottom. You see at the bottom of the slide the percentage rate for the question -- 83% answered correctly, which may strike you as being low or high. I'm not sure. But the interesting thing about it is that if you translate that 17% incorrect to real numbers, the estimated number of people who cannot perform this particular test, you get about 20 million people who, the survey results indicate, would not be able to read those ads and pick out the one put in the newspaper by a private person rather than a public concern or corporation.

(second slide) This is a break-up by three different variables of the information on that newspaper item you just saw. That solid white line is the results of that item broken out by level of education. Notice that the lowest level of education categorized for the purposes of this slide is 8th-grade-or-less. For those people in this country who have an 8th-grade-or-less education, only 63% read those ads correctly. Notice also that performance increases with increasing education. About 90% of high school graduates, for example, were able to get that assignment correctly. The other two lines are the sample results broken out by income and job prestige -- income is the broken line which starts out at about 70% for the group making under-\$5,000 and increasing with increasing income. The third line is a measure of job prestige. That is not as obvious as what we mean by income and education, but if the people in our sample were employed we found out what their job was and we used the measure which attaches a level of prestige to a particular job. This is nothing more complicated than the idea that in this

society doctors and lawyers are accorded more prestige than ditch diggers and farm laborers. And again the trend is increasing performance with increasing levels of job prestige.

(slide three) We asked people to figure out the answer to this question to see whether they possessed arithmetic skills necessary for this kind of problem. Question: Mr. Burns get 4¢ for every box he makes. How many boxes would he have to make to get \$20? What is amazing is that only 59% answered correctly. If you translate that 41% incorrect into the number of bodies running around this country, it would be about 48.5 million people.

(slide four) This box is broken out by income and education and job prestige. Again, performance level rises with increasing levels of those variables. For those people who had an 8th-grade-or-less education, 32% were able to get that problem right. Going up to high school graduates, we estimate that only about 65% would get it right.

(slide five) We asked people to look at that earning statement and answer some questions. First: How much was deducted from Walter Johnson's pay? Now, there are two ways you can figure that out. On that form you have gross salary and a series of deductions or different kinds of deductions and net salary. It doesn't matter how the person got the answer. About 3/4 of the sample got the right answer. When you translate the 26% who could not answer that question, you get about 30.5 million adults.

(slide six) Here, too, performance increases with increasing levels of those variables.

(slide seven) We also asked how much was deducted for Social Security. About 2/3 of the sample identified the amount correctly. Although instructions were given to each person, they were not told how to read that form. When you translate that 33% incorrect or no response, you get about 39 million people. Broken down, you get increasing levels of performance with increasing levels of income, education and job prestige.

(slide eight) How much of this pay was deducted for income tax? (It is labeled 'withholding tax' and there is no arithmetic involved in this problem.) In this case, 86% got it right. Translate the 14% incorrect answers, and you get about 16.5 million people unable to answer that question.

(slide nine) We asked people to read 12 ads from the point of view of a man looking for an inside desk job. He is good in math. He has attended two years of high school, where he took business courses. Which ad should he answer? The purpose of this question was to see how well people could match personal qualifications to job requirements as presented in a newspaper ad. A rather surprising 56% got the answer right. That means about 52 million people would not be able to do this particular task correctly.

(slide ten) We asked people to complete an incomplete business letter. We gave them the information and asked them to fill in blank parts of the letter. I have only the results from the personal return address -- a fantastic 20% correct. I must tell you how we scored that particular item. In general, we tried to score all items in terms of how effective the response would be. It was our contention that in the case of a business letter, an effective personal return address must be correct in all four aspects of spelling, punctuation, form, and content. That partially explains the results, but when you translate that 80% incorrect you get about 94.5 million folks!

(slide eleven) When they finished with the letter, we asked them to address an envelope -- including the return address and the one to which the letter was to be sent. The sole criterion was: Would it get through the mail and would it get to the right place? And for the return address: If it wouldn't get through the mail, would it be returned to the sender? Notice, the percentages were quite similar for both parts of the letter -- 76% and 78%. About 26-28 million people are not able to perform this task.

(slide twelve) We showed people a sign that might be on a bulletin board. It said: "ABE Company. We are an equal opportunity employer." This was a multiple-guess type of item. We said, "Look at this sign," and then read those four choices to the respondent. We said, "Which is the best definition of this particular sign?" 79% got it right. When you translate the 21% who got it wrong you get about 24 million people. We picked this particular sign for two reasons: it is very prevalent all over the country and it is the result of a program intended to assist undereducated and underemployed people.

(slide thirteen) Purpose -- to see if people had a knowledge of simple business terms. Problem -- Mr. Will's full paycheck is \$425. After taxes and deductions his take-home pay is \$350.16. What is the gross amount of his pay? In this case, of course, the gross is the same as the full paycheck. About 3/4 of the sample knew what the gross was. About 26 million people would not know this.

(slide fourteen) We are into a different area now. While those areas we just looked at dealt with occupational knowledge, the following are keyed to what we call consumer economics. Here we asked people to read a payment schedule for a revolving charge account. I think we borrowed it from Sears. It says, monthly payment is whatever is in the box." We said, "If you buy three dresses and four pair of shoes for \$123.49, how much will you need to pay the first month?" No computation involved. 81% correct, which means that 22.5 million people would not be able to perform this task.

(slide fifteen) We said, "Below is a speedometer as it appeared before a trip and after the trip. It takes 6.2 gallons of gas to make the trip. What is the gas mileage to the nearest tenth?" 27% correct, which means that about 86 million people would not be able to perform this task.

(slide sixteen) This is a breakdown on that particular item because the percentage correct was so low. Less than 5% of people with an 8th-Grade-or-less education were correct.

(slide seventeen) We gave people an ad from Sears which lists information about "electric dryers with fingertip ease operation." We gave them some other ads which included information on used dryers. Then we asked them to compute the difference in cost between a new electric and used white gas dryer. This turned out to be a pretty difficult item because they had to identify the proper items from the ads and compute. Result: 39% correct, 61% incorrect. Roughly 72 million people would not be able to perform this task. In a similar item we asked people to make out a mail order form. We asked them to order two pair of zip-fit skates. 72% of the sample got the catalog number right. 64% got the total of the goods correctly. Only 22% got the total cash price correct, because most of the people messed up the parcel post rate.

(slide eighteen) Menu from Greenfield's restaurant. Problem: Order a meal for two people that does not exceed five dollars including tax and tip. 71% were able to perform that task, which means that about 34 million people would not.

(slide nineteen) Here we used the 1040 form. The task involved figuring out how many exemptions the person had, putting that number on the right line, multiplying the number of exemptions, etc., subtracting to get taxable income. We gave them just one page of the tax table. There were three exemptions in this case. Only 37% of the sample were able to put the number 3 on line 10. This means about 74.4 million people would not be able to perform this task. We scored the 1040 problem on each line; typical percentage correct was in the low 20's.

(slide twenty) We asked people to fill out a check according to the information given. In this case the only criterion was: Would it go through the bank and be cashed in the appropriate manner? 78% wrote the check correctly. 26 million people would not be able to do this.

(slide twenty-one) This had to do with comparative shopping and unit pricing. We gave people a picture of three different types of cereal. We asked them two questions: "On these boxes you have the name of the cereal, the total prices and the net weight. Which of the three boxes contains the most cereal?" 84% were correct. "Which of these cereals is the best buy -- gives you the most per ounce?" 2/3 got that right. 39 million people could not perform this task. Women seemed to do slightly better than men on the computation problems.

(slide twenty-two) We showed people a receipt from a pharmacy. There are a series of purchases, the taxes, and the total. "If you paid for this with a \$20 bill, how much change would you get back?" 41% missed this question. There are 48.5 million people who cannot do this task.

The question is: What are the implications of these results? In the final analysis, the meaning of these numbers is in the eyes of the beholder. My personal reaction is this: it seems to me first that something is wrong. Something is wrong if 48.5 million adults are not able to determine how many boxes at 4¢ each would earn \$20. Something is wrong with their education if only 3/4 of the adult population can determine the total number of deductions on an earning statement and only 2/3 can determine how much was deducted for social security. Something

is wrong when there is evidence that only slightly over half of the population can match personal qualifications to job requirements as shown in a newspaper ad, that only 1/5 can put a return address on a business letter with no errors in form, spelling, punctuation or content. Something is wrong when there are indications that 26 million adults cannot address an envelope well enough to insure that it will reach the desired destination. Something is wrong when about 25 million adults cannot read an equal opportunity notice well enough to pick out the statement which defines its meaning, when we find that about 27.5 million adults cannot determine the proper monthly payment from a revolving charge account.

I would suggest that something is wrong when only 1/4 of the adult population can calculate car mileage given dashboard readings and gas consumption. And something is wrong when we are forced to conclude that only 37% of the adult population can put the correct number on line 10 of the 1040 form.

These results make me mad and distressed. I hope these results make you mad and distressed.

For decades, part of the American dream has been to provide universal free public education and to wipe out illiteracy. Back in the 30's government projections were that illiteracy would be eradicated by 1940 or 1945 -- and some traditional measures show that we have made progress. But we have results that seem to me to indicate that as far as pragmatic, functional, survival-type literacy is concerned, we have tremendous problems. 4

Dr. Thomas Childers
 "Knowledge/Information Needs of Disadvantaged Adults"

.....Dr. Childers, Professor of Library Science at the Graduate School of Library Science, Drexler University, Philadelphia, directed the recently-completed "Knowledge/Information Needs of Disadvantaged Adults" project and is the author of its highly readable, informal report.....

Any time I deal with this topic, I think of a very short quote from Norman Winward, "To live effectively is to live with adequate information." In contrast to the previous speaker I will be talking about information as opposed to education -- learning skills and talents. I am talking to a group I don't know. This is my first contact with any formal Adult Education organization. I am a librarian by trade and a library educator by current activity. I occasionally do some research. I am going to tell you about the research I have been engaged in and have just finished up, which is also in contrast to Norvell's work.

A brief recap of the study and method: Essentially, whereas Norvell is collection original data we were not. We decided that we-don't-know-what-we-don't-know and we-don't-know-what-we-do-know about information needs of disadvantaged people. So the Office of Education, Bureau of Libraries and Learning Resources, gave us some money and directed us to find out what is already known and/or not known about that topic. And so we went scrambling through great piles of literature poorly indexed or usually not indexed or usually not indexed at all to come up with a synthesis of what is already known. This was the "review of the literature." The literature was quite fugitive: In the twelve hundred-or-so documents we reviewed in the course of one calendar year, about seven hundred were found to be more or less relevant to the information needs of disadvantaged adults. (The 'staff' was part of my time, part of a research associate's time, and part of the time of about ten different students.) What we came up with at the end was a narrative review of about sixty pages and a topical index to a bibliography of 750-plus items. All this will be published, hopefully, by Scarecrow Press this fall. Save your money -- I think it'll be \$5.00 in hardcover.

The first problem we faced in doing this thing was, of course, one of definition. The two really troublesome terms were, of course, 'information' and 'disadvantaged'. As you might suspect, everyone has a different idea of who is disadvantaged and who is not; we can only conclude that everyone is in one way or another. So to quell some of the arguments among my staff we decided to take the definitions visible in literature. That is, whatever the literature tended to consider disadvantaged we considered disadvantaged as well. What emerged were the aging, the ethnically and racially oppressed, the imprisoned, and the undereducated. The most effective descriptor of all these disadvantages, all these groups, is Poor. All right.

The second problem term was information. Let me go at it backwards. We decided not to deal with learning, not to deal with education, but to deal with the stuff that can be known -- the raw material that is known. Not talents, not skills. Now, there is a very fuzzy line between education/learning and information, but this is the distinction we tried to make. There is some contrast here with what Norvell was talking about, but I think we in fact reinforce each other in a number of places.

In order to get the disadvantaged adult in perspective let me set a general scene of adult non-job related information-seeking behavior. First off, the average adult frequently doesn't see his problems or questions as information needs even when they are. Secondly, he is far more likely to seek information through informal rather than formal channels. He is far more likely to seek information from friends, neighbors or relatives, for example, than from service agencies or other such organizations. We all tend to select an easy channel of information, one we already have access to, rather than one which we ourselves predict will give the higher yield. But we are in good company, because it has been found that even scientists and researchers choose these same easy channels. Many of the information needs of the average adult will 'evaporate' very quickly if not satisfied almost immediately and with a fair amount of ease.

The major information needs of the average adult, our study showed, fall generally into the areas of public assistance, legal problems, and crime and safety.

He uses the newspaper more often than magazines and radio, and books run a poor third. Our average adult uses the medium of television most often by far, relying on it frequently for news. The disadvantaged adult, by contrast, has three very different major information needs. (I am hoping that you will give me some questions when I am done, because some of this is a bit complicated and heavy. Trying to put some 750 documents together in one half-hour is causing me some distress.)

First, the disadvantaged adult typically possesses a lower level of certain processing skills by which he is able to use or seek information. Norvell illustrated that dramatically in his presentation. Hearing and eyesight also present problems. The disadvantaged adult may be only newly literate in English yet completely literate in his native tongue. He may lack certain personal management skills -- again, Norvell demonstrated this very handily. He tends to be unable to, say, bargain for a house or to set up a family budget.

Now for the characteristics. The disadvantaged adult is locked into his own self-culture. We are all locked into a self-culture in society one way or another -- we middleclass types happen to belong to a very large one full of information resources. But the disadvantaged adult's is not rich in resources. This can be due to a couple of reasons: 1) His interpersonal contact with a greater society is very limited, and it follows that 2) his formal contacts, formal channels to a larger society are limited as well. Whereas the average adult does rely partially on magazines and newspapers for information, the disadvantaged adult relies almost solely on the electronic media -- television and radio. Information received that way is of low quality of, at any rate, low intensity. It is not the kind of information that will permit understanding in depth, that will permit comprehension of a topic. It is essentially headline information. Now, these isolated factors -- interpersonal and formal -- work both directly and indirectly on a disadvantaged person, directly on him to keep him away from information that is at large in society but not in his sector, and indirectly on him through the people he turns to. We all know that every society has its influentials and community leaders, but it turns out that when the disadvantaged individual turns to someone, that someone will be equally disadvantaged in his contacts with the outside or larger society. We must conclude that people in disadvantaged societies are poor in information that is at large in the world. And this is precisely the information needed to maintain or get necessary coping skills.

The third major characteristic is the disadvantaged adult's composite attitude and philosophy toward his world. Report after report portrays disadvantaged people as facing their defects with a tremendous sense of helplessness. I think we are all acquainted with this. The least disadvantaged person tends to maintain some hope of change in his condition. The most disadvantaged person has usually abandoned all hope. And what may be interesting traces of this fatalism or helplessness, hopelessness, show in a recent study which indicated that people at the lower end of the socio-economic scale perceive fewer questions and problems that can be solved in their own lives. We may assume it takes a certain amount of hope for change in order to seek problems that can be solved. But if the disadvantaged individual perceives fewer solvable problems and questions in his life it follows that he will make less effort to find information.

Those are the major conditions that affect the disadvantaged adult. Now, what are his needs? The disadvantaged individual's needs differ from the average adult's in two ways: 1) in the degree or intensity of his needs and 2) in the kind of needs he has for information. Studies indicate that the disadvantaged lack information of all kinds more than anyone else in society -- consumer information, housing information, job-related information, information about family and personal counseling -- all kinds of information are lacking. About information: 1) the disadvantaged person tends to pursue information mainly on a crisis basis when he does pursue it, perhaps because his life is in a very large way a management crisis; and 2) he needs more information than others. For example, he needs to know about subsidized housing, welfare benefits, daycare, preschool lunches, medical care, etc.

He has information needs in areas of remedial education and job training. (I am not talking about the education itself or the training itself but about where he needs to go to learn how to get them.) He needs to know what suits his needs. He needs information about rights or entitlements: What am I entitled to? eligible for? How do I go about getting it/them? How do I protect myself legally in the process of getting it/them? Now, none of these needs are tied only to the disadvantaged adult, but this kind of need pervades his life out of all proportion to the general population.

Now, how does the disadvantaged individual seek information when he does? And how does the information he seeks affect his life? There is not much known about these questions but I'll give you what we were able to put together. The disadvantaged adult is, as I said, non-print-oriented, but rather relies exclusively on the electronic media. There are indications from a study or two that this reliance may explain why he is unaware of where to turn for help or information. He tends to rely more heavily on informal than on formal information channels, but, surprisingly, it has been found that he will turn to the formal sources of employment information more than the average adult. This is tentatively explained by the speculation that since he perceives that interpersonal resources cannot help him get a better job, he must turn to some formal resource like a state or county employment agency. Average adults typically turn to friends or their friends' union for a better job. In the middle range of society we have a great number of friends at all levels, but at the disadvantaged end friends tend to have equally non-promising jobs.

Now, how does the information affect the disadvantaged adult? We don't know. There is a little evidence suggesting that, just like anyone else, additional information will help the disadvantaged adult make better decisions. That data is inconclusive at this point. We are in desperate need of more investigations here to find out just what kinds of information will most enhance the life of the disadvantaged adult.

Let me give you a sort of recap of these points and throw in a few extras. What I want to do is paint a total picture of the disadvantaged American adult in his natural information habitat.

More than his average counterpart, the disadvantaged American doesn't know to which formal channel of information to turn in order to solve his problems, doesn't know what specific social programs are available to respond to his needs.

He watches many hours of television every day, seldom reads magazines or newspapers, and never reads books.

He perceives fewer solvable problems and questions in his life than the advantaged or middleclass adult.

When he does perceive problems and questions he doesn't see them as information needs; when he does see them as information needs he is not an active information seeker.

He may lean heavily on certain formal channels of information, but only if it becomes apparent to him that his extremely deficient informal channels are inadequate.

He is locked into an information cycle greatly isolated from the society at large.

In short, the disadvantaged adult is isolated from the rest of society not only by virtue of his poverty, not only by virtue of his race or ethnic origin or physical abilities, but also in terms of the information -- again, prevalent in the greater society but not in his -- available to him. That's it!

WORKSHOP PROCEEDINGS, SECOND DAY: PART ONE

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GED PREPARATION

MR. JOSEPH MANGANO

Headstart Parents
Bureau of General Continuing Education
State Education Department
Albany, New York 12224

.....Mr. Mangano gave a brief overview of the ABE program in New York, then discussed the High School Equivalency Preparation program.....

The purpose of the program is to provide an opportunity for out-of-school youth and adults to develop the skills and understanding necessary to perform satisfactorily on the GED tests. The student must attain a 7.0 reading level at the time of entry to successfully pass the GED within 150 hours of instruction. Adults entering with higher reading scores may require only a few weeks of preparation.

Since 1970, pilot projects in high school equivalency programs have been developed by several New York State communities which have afforded adults a high degree of success. Consistently these projects have been found to certify at least 70% of their students within 150 hours of instruction. The findings of these projects have resulted in the direction and expectations included in guidelines for the New York State High School Equivalency preparation program.

The financial allocations to each community were computed using the 1970 Census. Some school districts did not have enough in the allocation to operate a full class, so to maximize use of funds a consortium with other school districts was incorporated.

In planning the program, emphasis was placed on developing reading, math and English skills necessary to pass the exam. Other subject areas were incorporated as content vehicles. The following model emphasizes an individualized curriculum centered on skill development:

- . Screening -- 7.0 grade level
- . Diagnosis -- The Iowa Test of Educational Development, Form X-4
- . Prescription -- areas and skills needed
- . Curriculum
- . Instruction -- lecture, group discussions, independent study
- . Prediction -- readiness for GED, using same ITED test form

In response to questions, Mr. Mangano added that students are allowed to take materials home; that there is a very low dropout rate and a very high passout rate; and that recruitment obligations were delegated by the respective directors.

For more information, write Mr. Mangano at the address above.

TEACH N' TOTE

MRS. BARBARA ASHLEY

Reading Consultant
Office of Adult Education
Rutledge Building
Columbia, South Carolina 29201

*

.....Mrs. Ashley described this unique concept in teacher-training.....

"Teach N' Tote" is a workshop utilizing a newspaper lab. It is an individualized approach to in-service training for adult education teachers in which teachers learn to use and develop a newspaper lab kit. This performance-based program emphasizes the use of newspapers to teach reading skills to adults.

The intended practitioners are ABE teachers. The target population includes 0-8th grade level adult students; the program could, however, be used with other groups and grade levels.

The support and/or resources required include: two- to four-hour workshops in local programs; follow-up at \$7.50 per diem; university courses at \$75.00 for three hours of graduate credit; and \$5.00 per teacher for materials.

Success is measured through comments on contracts by teachers, evaluation forms by mail, and requests for publications and additional workshops.

These sources contain reports on this approach:

- . Louisville Journal, Louisville, Kentucky
- . Evening Herald, Rock Hill, South Carolina
- . State and Record Paper, Columbia, South Carolina
- . News-Courier Journal, Charlestown, South Carolina

Additional information and resources in print may be obtained by writing Mrs. Ashley at the address above.

RECRUITMENT AND RETENTION

DR. RUSSELL WILSON

Associate Professor and Acting
Executive Director
HEW Region VII Staff Development Project
Kansas State University
Manhattan, Kansas 66502

MR. ROBERT AVINA

Director, Project POR/FIN
Bexar County Adult Continuing
Education
Bexar County Court House Annex
San Antonio, Texas 78207

.....Dr. Wilson and Mr. Avina highlighted the history and progress of POR/FIN (Program Organizing Related Family Instruction in the Neighborhood) and related research.....

POR/FIN was designed to explore and solve problems in the areas of recruitment, curriculum, teacher gratification, teaching techniques, and record keeping. In FY 1971, a more effective recruitment approach than the traditional mass media one was sought. Project staff conducted three preliminary studies: 1) an extensive review of background literature on adult education; 2) a review of federal and state agencies serving both educated and undereducated people of the area; 3) a briefing by authorities on area culture. The pilot study was identified: a recruitment of 'hard core' individuals with classes conducted by the recruiters themselves to gain awareness of the people and their problems. San Antonio, Texas, was chosen for the survey -- having a Mexican-American population of 124,000, 67% of which were functionally illiterate. A controlled experiment was designed whose components included a study of socio-economic, geographic and demographic data to identify characteristics of the area. The experimental group was recruited on a one-to-one basis; interviewers went door-to-door presenting the program. 37% of this group enrolled, while only 7% of the control group responded. Conclusion: "The best recruiters are people from the community and ex-students."

POR/FIN's subsequent, highly-successful "Arm Chair" program used volunteer ABE students who were sent to private homes of those unable to attend classes regularly. The project developed a referral guide based on problems -- medical, economic, employment -- rather than agency.

There are now five different adult centers in the area: 1) an adult library; 2) a migrant intake program; 3) a veteran and volunteer center; 4) a vocational rehabilitation center; and 5) a 'hard core' community center. Some suggestions for other programs:

- "Arm Chair" activities solve transportation problems, encourage individualized curriculum, etc.
- Make sure other agencies know both your capabilities and limitations, so clients will have realistic expectations
- Design your program with the potential dropout in mind; do not try to redirect his real interests
- Recruitment takes persistence, not push
- Be ready to adapt any and all types of materials for instructional use
- Get volunteers through advertisements, other students, neighborhood satellite centers. Word-of-mouth is still the most effective tool
- Be ready to relate to your clients' children, and to impart socialization skills

Based on the idea that early identification of high-risk students should improve retention, Dr. Wilson's study sought a way to identify those students at the time of enrollment. He used a standardized personality test which, though not a screening instrument, could predict who would or would not drop out. The study (San Antonio) sought to answer: What is a drop out? Why can't people be recruited? Why can't they be retained? What kind of materials will keep them in the classroom? The resulting recruitment kit included materials for retention built on a modular system of level progression.

For more information, write Mr. Avina at the address above.

LEARNING CENTER OPERATION

MS. ANN HARDY

Coordinator, Adult Learning Center
Worcester, Massachusetts 01609

MR. JOHN TRACY

ABE and Instructional Supervisor
Albany Learning Center
Albany, New York 12202

.....Ms. Hardy described a new computer system for placing adult students.....
Mr. Tracy addressed himself to interagency cooperation and the Albany Learning
Laboratory Training Packet.....

Ann Hardy: In the state of Massachusetts a statewide task force, with the cooperation of the State Office of Education, developed a computer system for all the learning centers in the state to diagnose and prescribe a course of study for all entering adult students. The system is intended for the use of all adult education supervisors. The expected outcomes of using the computer for diagnosis and prescription as well as recordkeeping were and are a saving of physical space and a better assessment of the effectiveness of the adult education process.

The system is based on a skills analysis approach. The computer feeds back information regarding those areas in which the student needs help. The initial cost of setting up the system was \$8,000-\$10,000, much of which was borne by the State Office of Education. Currently, six learning centers use the system with a variety of materials.

Full-time guidance counselors are recommended for all adult education programs. The guidance counselor deals with all non-educational needs of the student, coordinates with other agencies for referrals, and refers students to agencies in a two-way interagency effort. Each incoming student meets with a counselor, who acquaints him with the program. The counselor also serves as a resource person for teachers whenever the need arises.

For further information, write Ms. Hardy at the address above.

John Tracy: Interagency cooperation is primarily intended to benefit students or potential students, but can benefit students, teachers and programs. Close cooperation can supply funding, personal and economic survival referral sources, vocational and job recruitment sources. Student recruitment is made stronger and easier through such cooperation.

The Albany Learning Laboratory Training Packet is directed towards the training of ABE personnel, and provides training to upgrade the methods and results of the educational program. The packet is based on the teacher getting the information, responding to the direction and tasks presented, and getting immediate feedback. Format is 15 videotape-lessons covering all phases of Learning Lab operation.

Duplication of this product is available on several types of audio-visual media (cassettes and 1/2" reel-to-reel) and may be purchased, reviewed, or rented through: Dr. Harold Beder, Columbia University, New York, N.Y. 10027.

COUNSELING AND CAREER PLANNING

MR. PETER WYLIE

Human Research Organization
111 Old English Court
Louisville, Kentucky 40272

.....Mr. Wylie discussed the Life Skills Education Model for Disadvantaged Adults, designed by Winthrop R. Adkins. The Model was originally designed for Black adolescents and adults in Bedford-Stuyvesant (Brooklyn, New York)...

There are four stages of the Life Skills Model:

- . The Stimulus phase attempts to frame the problem in an exciting way to arouse the student and create readiness for discussion and sharing of ideas
- . The Evocation phase defines what is already known and arouses curiosity
- . The Objective Inquiry phase provides knowledge at various levels and through various means
- . The Application phase helps students translate knowledge and insight into behavior through real or simulated problem tasks, behavior rating forms and video records

Success is measured by the ability of students to go into the outside world and function in jobs and real-life situations.

In answer to questions raised concerning racism and the application of this model to other areas such as Appalachia, Mr. Wylie indicated that, when funds are available, models will be modified to apply nationwide; that racial issues are included in the Life Skills Model because they are real problems to be confronted.

Several pamphlets on the subject written by Dr. Adkins (Associate Professor of Psychology and Education, Teachers College, Columbia University, New York, New York 10027) are available.

ABE IN CORRECTIONAL INSTITUTIONS

MR. J. CLARK ESAREY

Director of Education
Illinois Department of Corrections
301 State Armory
Springfield, Illinois 62206

.....Mr. Esarey described the Illinois correctional programs.....

Two years ago, the Illinois State Legislature established a statewide school district to serve the State Department of Corrections. The objective of this new plan was to enhance opportunities of motivating inmates towards productive adulthood. It is expected that two-thirds of the Illinois inmate population will participate in the program during the next three years.

Programs will be established in the following categories:

- . ABE (0-6th grade level)
- . expanded GED programs
- . proficiency-evaluated credit granting High School Diploma
- . post-secondary, which includes both career/occupational programs within the institution and contracts with community/junior colleges

Learning labs are now in operation in several penal institutions throughout the state.

New innovations include:

- . Plato computer program system -- a research and development terminal to be used for ABE dissemination
- . the concept of correctional education as operated by an independent school board
- . based on recent legislation, all inmates are guaranteed educational opportunity at least through the secondary level

ABE programs have not been established long enough to allow for the accurate determination of recidivism rates. However, there has been a noticeable decline in the recidivism of former ABE participants in the few years that 'true' ABE programs have been in operation.

In no way will the traditional educational system work in corrections. The ABE learning labs, along with individualized personalized instruction, seem to be the obvious key to successful education programs in corrections.

For more information, write Mr. Wylie at the address above.

LEVEL II INSTRUCTIONAL TECHNIQUES

MRS. LAUREL CYR

School of Education
Right to Read Center
University of Maine
Gorham, Maine 04038

.....Mrs. Cyr presented an outline developed for use in teaching adults to read. According to a study of two groups of adult readers, significant gains in reading level have been obtained when the instructor followed certain stages of "the reading progress".....

STAGES OF READING PROGRESS

I. Readiness (pre-reading-1st grade level)

- . concept attainment
- . language facility
- . visual perception (letter recognition)
- . auditory discrimination

(Maine program instructors use an organic approach to reading and apply language experience episodes where the student records himself to implement the above steps. At the same time, sight-vocabulary building has begun.)

II. Initial reading (1st to 2nd level)

- . sight vocabulary
- . meaning cues
- . phonics skills
- . structural analysis

(Basic root words are dealt with; sight words enter sentences.)

III. Rapid Development (2nd-3rd level)

- . expanded sight vocabulary
- . comprehension development -- literal, interpretative, utilization
- . independence in decoding
- . independent reading

(The adult reader tries out his skills in this third stage.)

IV. Wide reading (4th-6th level)

- . increase in variability
- . vocabulary development
- . study skills; content area reading
- . review word recognition skills

(Speed plus information location are the main thrusts here.)

V. Refinement of reading (7th level and up)

- . readability based on 'interest' and 'concept density'

To find student reading level and comprehension, one may use the Adult Diagnostic Package developed at the University of Maine Center. The package contains informal reading inventories, word and isolation tests (including visuals), and "analysis of word recognition errors" instrument.

The problem of determining potential reading levels of adults may be solved by reading to the student and having him respond with his comprehension of what has been read.

Several manuals developed by the Center explain the techniques mentioned here. For these and other information, write Mrs. Cyr at the address above.

TEACHER IN-SERVICE EDUCATION

DR. A. B. CAMPBELL

Department of Adult and Occupational
Education
College of Education
Holton Hall
Manhattan, Kansas 66617

MRS. BARBARA PARKER

Kansas State University
Topeka, Kansas 66617

.....Dr. Campbell and Mrs. Parker described an ABE/GED teacher training plan used by University training personnel, part of the regular graduate or undergraduate course.....

Class members were expected to increase their skills and techniques by a variety of activities. Teachers were asked to identify the types of problems they needed to have assistance with and activities were planned. The group set objectives for itself and periodically measured its achievement throughout the course.

The Kansas program was a departure from the traditional one-semester, weekly, formal course. The meetings were scheduled as one three-hour session each month preceded and followed by a full-day session. Participants were allowed to register for the fall, spring or summer terms and received 'incompletes' until the course was completed. The extended time as well as the application of program planning techniques to adult education and taking the classes to regional areas seem to be the distinguishing elements of this approach to training.

Existing University personnel were already prepared for training ABE teachers in a team approach. The major responsibility for class content was assumed by the professor, who was supported by a coordinator and other team members with expertise in particular content areas.

Evaluation was conducted by a periodic assessment of achievement of initial needs and objectives. The participants also completed a final class evaluation which rated their experience and activities from 'most helpful' to 'irrelevant'.

The audience raised the technical questions of credit or non-credit courses, and their relationship to certification. The representatives reported that their State Department of Education granted CEU's (Continuing Education Units) for teacher participation in in-service training. Audience members from Florida and Indiana testified that their respective states also offered such credit for staff development activities.

For more information, see: Parker, Barbara and A. B. Campbell, "A New Approach to Graduate Education in Adult Basic and GED Education," Adult Leadership, December, 1973.

Dr. Ruth Love Holloway
 "The Right to Read"

.....She has a B.A. in elementary education, an M.A. in guidance and counseling, and a Ph.D. in comparative education. She cuts across disciplines. She's taught in public schools; she's been a counselor and an adult education teacher. So she knows what you and I are about. She's been an exchange teacher, a consultant to the U.S. Office of Education in the California State Department, has served as Chief Program Development Officer of Contemporary Education, and has dealt with corrections across the nation. She's been a member of the National Council on Desegregation and Integration. I know that she just recently returned from Russia. She told us at breakfast this morning some of those experiences. She may tell you something, I'm not sure, about that trip. That's the kind of thing she's done and I only touched upon a few of them. But what I want you to know is the charm and presence of Ruth Love Holloway. She has moved through the Washington scene like a dynamo. I recently attended a national conference for the Right to Read project which she directs and noted that she has, in her program and personally, touched the great leaders of the United States of America in education. It is my pleasure to introduce to you -- Dr. Ruth Love Holloway.....
 (from the introduction by George Eyster, Morehead State University)

When I received the invitation to address this conference on Good Friday, I thought that adult educators must be either very religious or not religious at all. But in any case, you can see that I am here. I am here for many reasons. Primarily I'm here because I think you're about serious business. And I think that what you're trying to do as adult basic educators is what we're trying to do at Right to Read -- and we ought to be together in that effort.

Two things happened to me prior to coming to Washington which called me to accept the position as director of what I consider to be the smallest-funded program in the United States Office of Education. Not the smallest program, you understand. One was that my husband decided to move to Washington, D.C. and I thought I better come along. The second thing was that I had accepted another position at a University. The Commissioner of Education called to talk me out of it. For less money, less budget, he talked me into coming here to work. But the real reason was because I believed in what Right to Read was all about -- providing total literacy for all our citizens in the U.S. I think that's the least we can do in our society.

Shortly after coming on board in the Office of Education, I was thoroughly impressed by a visitor from Arizona. A 'native American' or 'American Indian', whichever term you choose, came to talk to me about a proposal. Now, one of the things that those of us who direct programs in the Office of Education understand is the craftsmanship of those in the field. Everybody has a proposal that represents the answer to the reading problem. And so you accept them very graciously and put them on the desk. But this gentleman was different. First of all, he didn't have a proposal in hand. He came with someone from a school district, and he told me he lived on a reservation. He was 47 years old and wrote his name by making a thumbprint. And I was shaken by the fact that in these United States we still have people who haven't learned to read and write and who are still using a method of identification I thought went out years ago. But the important thing is that this man had taken his life savings, about \$300.00, to make his first plane flight to Washington, DC, because he had seen someplace on television that this woman had taken a job in Washington to eliminate illiteracy. That kind of dedication helps me each time I'm discouraged about the budget, which I'm frequently discouraged about. But he impressed me greatly because I thought of all the other millions of people who may not be in his particular circumstances but who are depending on us to provide human, technological and financial resources to them. So I'm greatly encouraged by the progress we have. I might add that the gentleman later wrote me a letter, saying that he was now in the Right to Read program and that he could not only write his name but a lot of other things. I had been curious about why he hadn't gone to some of the existing programs. He said quite frankly, if not in these words, that he didn't think those programs were established for him. Somehow those established programs didn't address him as an individual; he didn't feel he had a part of it. And there are millions of people in common situations.

Recently, in my home state of California, a young man filed a complaint against the State of California and the San Francisco School District. I'm

sure you're all familiar with this type of case. This young man was very discouraged because, after graduating from high school and receiving his diploma, he went out to look for a job eager to join the labor force, only to find that because he read on a fourth or fifth grade level he was not able to secure the kind of job he thought he should have. So, he decided his rights had been violated. No one in all the years he had been in school had ever communicated to this young man that he had difficulty reading. No one ever said to his parents that he needed a special kind of help. Now the truth of the matter is, he is denied some suitable opportunities and pleasures in our society. But whether he wins or loses this case, the point he is trying to make is a valid one. Because, as we believe in Right to Read, there are some 18-and-a-half million people -- young adults and old adults -- who are without the skill of reading. Part of the reason that Right to Read came into being was to help correct those inequities in our society. I really shouldn't dwell on these problems because I know you know them only too well. But let me repeat just a few things. Even with our most sophisticated system of education, and it is the most sophisticated one, there are still 7 million potentially functionally-illiterates in our elementary and secondary schools who will join those 18-and-a-half million unless something happens to them. In our large urban areas all over the country, between 40 and 50% of the children are severely under achievement in reading. So they too are potentially functionally-illiterates.

Now, the things that are interesting to me is that we can solve most of the problems we regard as 'priority'. So if we decide that total literacy in this country is 'priority' we'll solve the problem. As you are aware, one-fourth of our citizens don't have a secondary education. Some of them are involved with Adult Basic Education, which has helped make secondary education possible for all of our citizens. We're unique in the U.S. in that illiteracy -- pure illiteracy -- is decreasing, while functional illiteracy is increasing. And that has something to say to all of us. I have worked in a number of countries throughout the world. One of the things I was concerned about as we developed a literacy program in West Africa was that when they talked about a literacy campaign they were concerned with people who had not the opportunity to go to school...because there is no mass education in West Africa. In the U.S., though, when talking about eliminating illiteracy we talk about people who went to our schools. So to us in public education this means we have to reassess how we should treat children and adults under our domain. Somehow those 18-and-a-half million adults went to school. They might have dropped out or been pushed out, but we are indeed the only country in the world that talks about functional illiteracy in terms of people who have a chance to go to school. Without trying to apportion any blame, I look at what we're doing in our elementary and secondary schools to prevent some of the problems. We see in Right to Read that our responsibility is to prevent functional illiteracy from occurring and to correct the existing problem. That represents an awesome kind of goal and an awesome responsibility. But then nobody said it would be easy to solve a problem like this. Solving any social problem represents a great challenge to us.

There is another kind of functional illiteracy that I'd like to point out. Millions of adults in this country know how to read -- the process, the skills of reading -- but they simply don't use them well. Now, these individuals are a special kind of illiterate. This is also reflected in the children they send to our schools. We have seen that they don't really understand how to function very well in this society. We in Right to Read believe that we have to look beyond the regular school establishment. In this country, only when we have looked beyond the traditional government approach have we been able to solve a very basic problem. In Right to Read a very fundamental concept is involving the private sector. As taxpayers, you and I know that we pay yearly for the social ills -- we pay for people who are on welfare, who need unemployment compensation, we pay to keep people in prisons -- not that they always have a direct correlation with literacy and functional illiteracy, but there is a high correlation to people who find themselves in difficulty. Whatever, they are the problems of functional illiterates. So this means that if we can get foundations and government agencies and private sectors to understand that investment in education is a preventive economic measure, then I think we will be on our way to solving the political kinds of problems. I should mention some of the leaders at our national conference. One was the Secretary of HEW, Mr. Weinsburger. One of the things I know about Mr. Weinsburger is that he is a good budget man. When I talk to him I don't talk about problems, I just talk about the economic reasons why we ought to eliminate illiteracy and just why he ought to increase our budget for the next fiscal year. So sometimes it does help to address people on their own levels of interest. We learned that when we were attending elementary school, didn't we! But, in any case, it works.

Let me talk about what Right to Read is all about. Right to read is not a federal program but rather a national effort or national campaign to eliminate illiteracy. We are trying to correlate the endeavors of all sectors of our society, the public and the private, the professional and the paraprofessional, the individuals and the groups; trying to ration the resources to insure that at the end of this decade no adult will be denied access to opportunity because he or she cannot read and function. Of course we realize that we focus on only one aspect of total literacy.

It is not enough to be merely able to read the word. What we are talking about in terms of reading literacy is being able to understand and analyze, proceed and function in this society. We all recognize that we are a rapidly-advancing technological society, and this means the quality of our adult education must address people who function in this kind of world. I don't like the idea of just surviving. We are here to insure that our citizens do more than just survive. They ought to be able to function and function well. We have the resources and we have to find a way to help the people who make decisions understand the importance of putting those resources into play. They need to realize the irony in this: in a country that can place a man on the moon, 15% of the population are without the skills that would enable them to take a driver's test, or sit down and read the daily paper, or fill out the minimum-level job application.

Recently, in the Soviet Union, we were struck by the fact that education is a serious business there. I'm not talking about what they ask people to read, but that they all read! They put top priority on making education available and accessible to everybody. Not only do you have to go to school, but everybody up to the age of 30 is required to finish secondary schooling. No matter where you are or may be working in that country, you must go back to school and get that diploma. Now, I wouldn't trade our system of government for theirs, but the other thing that impressed me in terms of adults is that adult education is made available in every working plant and every industrial center. The Party provides for people to go to school. There is transportation for many of them; there are decentralized programs for those who live in rural areas. It's a fantastic system in terms of providing education.

At our first meeting one of our group members asked about illiteracy in the Soviet Union. "We eliminated illiteracy in 1930." So we phrased our questions a little differently. The answers were a little difficult to get, but the upshot was, "...if half of your population is illiterate, you must develop a mass effort to do something about it." Well, we had a lot to learn from some aspects of the Soviet education program.

As we began to send out the development strategy for Right to Read, we analyzed what makes a movement and what are the characteristics of a national movement in any country. We examined ten different countries that have embarked upon efforts to eliminate illiteracy. These are some of the characteristics: One -- that there is a commitment from the highest level of government. Two -- there is involvement of masses of people throughout the country, large or small. Three -- there is always a mass plan to correct the problem. Four -- in any national campaign or national movement there is a coalition of agencies, groups and individuals either whose best interests lie in solving these problems or whose goodwill convinced them to contribute. Five -- there was active participation of most government and many private agencies in terms of resources. And finally, of course, there is adequate financial support from all sectors.

Let me give you a brief overview of what I said and then talk to you about the second part of our program. A very major category in Right to Read is the national impact programs. These are programs designed for masses of people or programs developed in small groups for broad dissemination. Then we have the State education agency involvement. Unlike most programs that give space and money to locals, we give money to provide training to local Right to Read directors and to look at certification of teachers and to disseminate the best information available. Thirdly, in a demonstration project approach we work with local school districts and community centers to develop programs for children and adults that would demonstrate ways of effectively working with a large population. After the three-year period we take what we learned from those programs and disseminate that information broadly. Everything we do at Right to Read must have a multiplying effect. It must reach further than the initial population concerned.

When I came into the Office of Education we developed guidelines for the

involvement of what we call community-based centers. They are housed in libraries, office buildings, community centers, churches, industries, and what have you. These are the primary avenues to demonstrate how we can work with adults -- the adults we label (and we are very good at labelling) 'disadvantaged', 'low-literacy', or anything else that doesn't mean US. In any case, we mean adults who are difficult to reach. The materials used were functional -- newspapers, magazines, job pamphlets, recipes -- materials they were interested in, not those we thought they ought to be interested in. It's not surprising to find that the most popular kinds of materials in those community centers were job applications -- all kinds of job applications. And income tax instructions, and education-opportunity materials, and any practical how-to-do-it materials which help people function every day in this society. We have only preliminary results from these centers, but it seems that over 63% achieved their objective of helping people learn to read.

The centers operated under certain kinds of principles which I would like to share with you. One of the fundamentals in developing these community-based centers was to believe that most of the people could learn to read, that most people wanted to learn to read if what we had to offer them related to their particular needs and interests. A second assumption is that knowledge is available to solve illiteracy problems in this country. (I'm not suggesting that we need more research but that we do need better ways to put what we know into practice in the classroom and to utilize that knowledge to make a difference with people in our programs.) A third assumption is that the personnel in the program must be involved in designing the program and must relate to the particular needs and interests of the individuals involved. Every one of these programs, we indicated, should have out-reach capability. We can no longer use the excuse that we haven't been able to recruit. We must find ways to make instruction available whether in the home or through bringing the adult to the center. I know you are very aware of that. The instructional material must be adult-oriented rather than revised elementary-school stuff. Too often I found that the materials we asked adults to read would turn even children off. Dick-and-Jane doesn't even work with preschoolers these days. Another fundamental assumption is that we have to learn to protect adults from the humiliation of not being able to read, of having to join an 'assistance' program. Finally, the instructors must be committed to and concerned about the population involved.

Let me just share a few of the programs with you and move on to where we are going in the future. In the Arkansas River Valley Library they have a very fine program, training teachers and volunteers to work with real non-readers. This program has regional bases all over Arkansas. Another program funded by Right to Read is directed to Chicano (or Mexican-American) adults. It is bilingual in approach and provides counseling and vocational assistance. A third is the Kentucky Appalachia Adult Center, a marvelous program working with adults both in the center and in libraries. It is concerned not only with teaching reading but also with the application of those skills to daily lives. It has an out-reach capability to a wide variety of centers around the state as well as neighboring states.

Now let me digress for a moment and say that Right to Read holds that the inability to read and the inability to hold a job are interlocking. What we really have to do, then, is look at ways of helping people become more employable, although that is not our only goal. But when we look at statistics we find that most of the youngsters between the ages of 16 and 21 who are considered functional illiterates are also unemployed and uninvolved in school. We have to find a special way of reaching them. We have another program in a New Jersey prison. The best evaluation of this program is that the warden said to me that we completely ruined his work program because all the people want to do is go to the library and read. They want to read law books so they can get out of prison! I think that's the best motivation ever. But imagine -- people who were reading on a third or fourth grade level are now able to read law! I'm pleased the work program has been curtailed for a while. We have arranged with community colleges that men released for part of the day may attend classes there. We also have, as you do, a large variety of homebound programs.

These are just some of the things that happen in Right to Read community-based centers. But if we were to leave the principles as they are and continue funding or discontinue funding we would never solve the problems of that 18-and-a-half million adults. So Right to Read, like any other program, has thought carefully about ways to reach larger numbers of people. (We receive millions of letters in the Right to Read office from either the spouse or the parent of the person who has reading difficulty.) Then you realize how desperately these people depend upon someone to provide resources to them. And it's very difficult to do.

During recent months we had up to 700 letters per week coming into our office asking for help. You know, somehow in this country we've got to find a way to inform everyone not only of the letters but of what those letters imply to us.) Within the next fiscal year, Right to Read will place a major emphasis on reaching the adult population, upon working with state departments of education, upon working with teacher training institutions to do a better job of preparing our teachers. Those will be the three priorities over the next few years.

Right to Read is launching what they are now calling the Right to Read Academy. We want to establish in this country a National Literacy Corps of individuals who want to contribute a few hours a week for a year of their lives to eliminate illiteracy. They would join the Academy just like they would join the Peace Corps -- except that we wouldn't pay them. They would contribute their time directly to the problem once they received training. Now, what we would start at our level are service centers. The Right to Read center could be at a community college, university, state department of education or any other agency and would produce training, technical assistance and out-reach capabilities to large satellite groups in the geographical area. I'm rather excited about this for several reasons. I am most excited about it because I think we will reach large groups of people in a very realistic way. We want to utilize paraprofessionals and university students; we are asking organizations to give us so many members who will join the Academy whether to help a service center or help in the tutoring service itself. As of July 1, we will have throughout the country a large number of Right to Read Academy Service Centers that will be concerned with anyone over the age of 16 who is interested in finding a lot of help. We are working with labor unions and getting those unions to earmark so many jobs -- so people aren't just learning to read but have job and higher education opportunities immediately available. There is no point in establishing an Academy or anything else without tying it directly to what the client wants to do with his life. So I am very excited about the response we have had from unions and from industry.

There are two kinds of Academies: a community base, which I just described briefly, and the industrial-based academy. I met back in November, 1973 with the president of a 13-base corporation to, among other things, negotiate the establishment of academies on the job. Result: at 250 places throughout the country starting July 1, Xerox Corporation will establish job literacy programs with releast time for people who want help and for those who want to give help. Other corporations are doing much the same thing. We will be working with General Motors, Chrysler Corporation and lots of others. There is a little competition going on among us because the industrial world tells us they can do the job better than we can. That's all right with me. I don't mind losing. Learning to read is all I'm concerned about. But they're quite anxious to join in this because they have investments in whether people can function and function well in the job market. They were, initially, severely critical of the products from our schools. Of course, one of the things I learned a long time ago is to listen. So I listened to how bad the public schools were and how many faulty products we produced. And then I said, "You know, you can either criticize the schools and some of the citizens or you can help to do something about it." And I was surprised at how, in their rather uncanny systematic way, they were able to come up with the idea that they too could do something about solving illiteracy problems. They could join the Right to Read effort.

They asked us if we could provide training at the headquarters of major corporations so that the industry-base coordinators would indeed be able to go forth on part of the strategy we're using in the community sites. Well, I was delighted. I never thought the day would come when we would reach industry -- and it was indeed a challenge. When they asked me about the meeting I said that I didn't want to meet with the president or the Chairman of the Board or anybody like that. I said I wanted to meet with the person who actually made the day-to-day decisions, that I didn't want to go back and forth having long discussions. (I learned in education we can plan forever and not ever implement. I wasn't going to be caught at that.) In any case, the presidents made grave commitments that vice-presidents had to carry out. So now I'm having to go back and meet with all the vice-presidents and demonstrate to them how those commitments can be carried out.

The interesting thing, though, is the number of people who said they wanted to join this Corps to help eliminate illiteracy. I'm always amazed at the enormous response. But we need more. I recently spoke at commencement exercises at a major university and challenged the young graduates to join this cause. Would you believe what would happen to this country if every year 800,000 graduates spent one year, part time, helping to eliminate illiteracy? How quickly we could lick the problem! Or if many recently-retired people found a new

lick the problem? Or if many recently-retired people found a new life by volunteering to help somebody else learn to read? Just imagine what would happen! Or if every service organization sent 20 people this year to help a community? We would be well on our way to solving the problems. Or if we could get small businesses as well as corporations to establish job-based programs?

I do think we are well on our way, because we continue to get letters of commitment from people and organizations indicating what they plan to do to help the Academy. Many of them have indicated they have the kind of technical skills one of the service centers needs to implement the program. By July 1, as I have indicated, the regulations throughout your credit structure should be out and you can know more about the specifics of what is required. Hopefully, you will write a proposal. Now, we don't need everyone to write a proposal but we would like to have a few from you.

In addition to the Academy, we will be doing several other things during the next fiscal year. We are trying to develop videotape sets of lesson-programs for adults. We are getting all kinds of proposals. We may end up with a kind of Sesame Street for adults, for showing whenever adults can watch it. It will be functional and decentralized so that it can be used by local towns to meet the local need. It can be used in ABE centers or by independent TV stations.

Right to Read will be utilizing its materials in validated programs. You are no doubt aware that the American Institute of Resources is identifying for our office a special kind of reading literacy program. These programs will be proved to state departments of education, which will then see them replicated. We will provide incentive money for individuals and groups who want to modify and replicate these programs throughout their particular system or community.

We will also be working on dissemination kits for parents of illiterate elementary and secondary school children -- this came out of the many requests by parents for help of this kind.

There is also a teacher-preparation aspect to Right to Read. We recognize that most teachers of elementary school, for example, have completed only one course in the teaching of reading. We also want to find some teacher preparation program for those who want to be adult educators and teachers. We are receiving proposals for this right now.

A final thing we'll be looking at in Right to Read is research training. We will be working with the National Institute of Education and setting up mechanisms for ways to take what we know and systematically share it with the practitioner, so that we don't have the 10 or 15-year lag between what we know and what we use. That's going to be very difficult for us because there is a large audience to reach.

Most fundamentally, what I'm trying to say is that we who are concerned about adults and children have to find quicker ways to convince decision-makers that universal literacy in the United States is important, imperative. Most of the change that came about in the American Education Committee resulted from the public demand that we in education should do something about the problem of scientists, engineers and technicians. The same is true with the handicapped. The public rose up and demanded we do something about the special needs and prevalent ostracism of the mentally, emotionally and physically handicapped. I think the trend will be true in adult education. They will tell us what they want us to do.

Let me end by saying what I think John Gardner often says -- "The institutions of our society must become self-renewing and responsive to the needs of all of the diverse populations in our society." I think we stand on a threshold of a new tomorrow in terms of adult education where continuous education for adults will be as important in our education scheme as it is for children today. For the quality of life we have depends upon an educated citizenry, upon fulfilling the promise of America which is to every man his right, to every man his golden opportunity, to every man the right to live, grow and become whatever his talents and difference can combine to make him. This, said Thomas Wolfe, is the promise of America. I thank you.

WORKSHOP PROCEEDINGS, SECOND DAY: PART TWO

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KENTUCKY EDUCATIONAL TELEVISION: G.E.D. SERIES

MR. WILLIAM WILSON

Assistant Project Director
Kentucky Educational Television
Lexington, Kentucky 40502

MR. KEN WARREN

Project Director
Kentucky Educational Television
Lexington, Kentucky 40502

.....Messrs. Wilson and Warren described the series and its components.....

Televised programs in the GED series are designed for interactive use by adult students who wish to obtain the GED. The series is intended to be used as either a primary source of instructional materials or as a supplemental source of information for GED preparation. Students participating in this program should be in close contact with the basic education program in their area, which contact will benefit not only the student but local ABE programs or Adult Centers as well.

There were seven major stages followed in planning and production of this series: 1) Determine objectives; 2) Select content; 3) Select strategy; 4) Production of Program; 5) Validation; 6) Production management; and 7) Evaluation. Production is on schedule and the series will be available for general use in the fall of 1974. Several different types of media are used to present the programs. The video-tape presentation as well as the cassette-and-1/2" - reel-to-reel programs are divided into 34 different films.

The series includes: one student orientation film; two reading films -- 7.5. entry level; three Social Studies units; four literature units; three science units; ten grammar and eleven math films.

Cost of the complete videotape series is \$2,043. The cassette-and-reel-to-reel program costs \$3010. Since KET is a state agency, the cost reflects tape and production costs only.

In order to participate in the series, the student is required to have a minimum amount of proficiency in reading, language and math. Locator lessons provide indication to the student of whether or not he is ready for this program. If not, he is encouraged to contact his local ABE program for further help. Once a student is ready for work in this series, he obtains the Lesson Study Guides that correspond word for word with the films.

KET has carried out extensive validation procedures by field testing portions of the series. Fifty adults have assisted in program testing. Though data is not yet complete, early indications are that the television programs provide positive help to students in the accomplishment of stated objectives.

The Appalachian Adult Education Center at Morehead State University is in the process of developing an evaluation standard by which the KET/GED series will be evaluated. The standard will measure success in all areas.

Information concerning the production, purchase, rental, or content of the series may be obtained by writing either gentleman at the addresses above.

COOPERATION BETWEEN LIBRARIES AND ABE

MRS. ANN P. HAYES

Evaluation Specialist
Appalachian Adult Education Center
UPO 1353
Morehead State University
Morehead, Kentucky 40351

.....Mrs. Hayes discussed the relationship of public library services for the disadvantaged to those of ABE, defining 'disadvantaged' for purposes of this discussion as those adults below high school achievement level or below the poverty index.....

These ABE public library demonstration projects are funded by USOE: four urban sites -- Alabama, South Carolina, Tennessee; three rural sites -- West Virginia, Kentucky, Georgia. The demonstration sites in South Carolina and Alabama are presently working with 40 library staffs in their areas operating in connection with the Appalachian Adult Education Center.

There are four groups of potential library users: 1) Those economically and personally secure; 2) Those undereducated and continuously underemployed; 3) Those who are far from high school completion and sporadically unemployed; and 4) Those who are fatalistic, unemployed, and unemployable. Thus, there is an evident need for differentiation of treatment and procedure in meeting this wide variety of requirements.

ABE administrators, professional ABE teachers, professional and nonprofessional librarians should practice library/ABE cooperation to: 1) Involve coping skills in the ABE curriculum; 2) Provide practice in application of basic skills to everyday problem-solving; 3) Reach the target population with information -- particularly those disadvantaged adults who are non-readers through GED candidates.

An outline for assessing need and resources and making concrete decisions about realistic services that may be incorporated by ABE and libraries is available from Mrs. Hayes at the address above. Also available are the following products: Library Orientation Kit, Handbook of Community Services, Leisure Reading Selection Guide, Life Coping Skills List, Life Coping Skills Bibliography of Materials, Library Service Guides, and reports concerning each specific library project.

RECRUITMENT

MR. ELLIOTT LETHBRIDGE

Assistant Director, ABE
White Plains Adult Education Center
White Plains, New York 10606

MR. WILLIAM JACQUES

ABE Learning Center
644 Madison Street
Syracuse, New York 13210

*

.....Mr. Lethbridge and Dr. Jacques led a discussion of recruitment problems and solutions, and Mr. Lethbridge described the highly-successful Rochambeau School.....

Recruitment embodies four major kinds of activities:

- . Reaching out -- visually, verbally, physically
- . Paying off -- keeping the promise in the classroom that the recruiter made in the street
- . Looking back -- gathering and analyzing data
- . Rearranging to improve the delivery system

Recruiting for adult literacy programs may be upgraded through strengthening relationships with other agencies, testing agency clients; class parties that bring client and caseworker together; graduations with key agency staff handing out awards; giving state labor teams permanent office in the center, providing instant feedback between their counselor and yours; sit-down conferences with outside-agency caseworkers to determine students' progress and problems; training agency staff four times a year.

People of all ages, abilities and interests participate in the Rochambeau School. Eligible are those unemployed or underemployed, or anyone who will benefit from job training. (Rochambeau had 61 different budgets last year.) The three major programs are:

- . General Education -- leisure, hobbies, avocations, etc.
- . Manpower Development Training -- auto repair, electronics, nursing, etc.
- . Literacy programs -- ABE and GED -- learning to read, learning to earn

There are day care centers and alternative programs for youth.

COMPETENCY BASED EFFORTS IN TEACHER EDUCATION

MS. CAROL DANN

Supervisor of ABE
State Department of Education
3535 Quaker Bridge Road
Box #3181
Trenton, New Jersey 08619

DR. DONALD MOCKER

Associate Director
Center for Resource Development
in Adult Education
University of Missouri-Kansas City
School of Education, Room 24
Kansas City, Missouri 64110

MS. DELORES HARRIS

Director, Adult Education Resource
Center
Glassboro State College
Glassboro, New Jersey 08028

Mr. Dan Ganeles

Teacher Education Development Service
SUNY/Albany
1400 Washington Avenue
Albany, New York 12222

.....The panel identified material and personnel resources in the area of competency-based teacher education, and each member described his/her efforts.....

General Comments

Competency refers to knowledge skills, performance or behavior, and attitude and/or experience. The expected outcome of competency-based training might include more competent teachers with identifiable expertise and skills in adult education. Competency-based education may be an improvement because the process includes and identifies strategy for teacher development.

Presently, resources are available to adult educators in this field from the following: Donald Mocker (address above) Competency-Based Research Related to Identifying Competencies; Dan Ganeles (address above) "The Educational Rights of Learners"; Delores Harris (address above) A Curriculum for Use in the Adult Learning Centers of the New Jersey Work Incentive Program; Ms. Margaret Falcone (HEW Region II Staff Development Project, 14 Normal Avenue, Montclair State College, Upper Montclair, New Jersey 07043) Competency-Based Certification for Adult Educators; Second Interim Report; and various journal articles.

Carol Dann described the New Jersey Adult Educators Certification Project being conducted by the State Department of Education and the HEW Region II Staff Development Project as an attempt to determine the feasibility of changing the certification process to include issuance of an Adult Educator's Certificate based on an evaluation of the candidate's actual performance criteria. Four task forces have been organized to cover ABE, ESL, GED and Counseling and to specify a taxonomy of competencies in each.

Dan Ganeles described the efforts in New York as attempts at developing a format for teachers and teacher trainers. It is not their intention to change content or intent of training but rather to put it into a more useful format which will identify skills and competencies necessary for successful teaching.

Donald Mocker described his research -- an attempt to identify ABE teacher competencies -- as a review of the literature related to teacher performance: final documents of training projects, statements of philosophy, etc. The search identified 61 documents. Through a content analysis system 842 competencies were linguistically synthesized to 292, then classified into even fewer categories. These competencies are presently being ranked by practitioners in the field.

Deloris Harris described the attempt to outline a curriculum based on the DOT (Directory of Occupational Titles) for use in Adult Learning Centers in New Jersey. Purposes are to find a way to best educate clients in a six-month training program and to relate academic to employment skills. Curriculum contains reasoning, math and communications components designed for an individualized instruction program. Overall objective is to establish necessary competencies and use these as possible indicators of job performance skills on each level.

BUDGETRY

MS. BOBBIE WALDEN

Coordinator of Adult Education
Adult Learning Center
Huntsville, Alabama 35805

.....Ms. Walden provided background on the Huntsville ABE program. She and the group identified some possible sources of ABE funding.....

General funding sources identified include:

- . MDTA
- . Manpower Area Planning Council
- . Federal Register for National Funding Sources
- . Industry contracts
- . Civic clubs
- . the Mott Foundation
- . local law enforcement agencies, vocational rehabilitation agencies
- . consumer education and aging agencies

More specific sources include:

- . Omnibus Crime Control and Safe Street Act of 1968 (Public Law 90-351)
- . Title I of the Higher Education Act of 1965 (Public Law 89-329)
- . Intergovernmental Personnel Act of 1971 (PL 91-648)
- . 1970 Amendment to the Public Health Services Act (PL 91-515 Title II)
- . Comprehensive Services Amendments to the Older Americans Act of 1965 (PL 93-29 Title III)
- . National Foundation on the Arts and Humanities Act of 1963 (PL 89-209)

For information and your name added to the Federal Register list, write:

Paul V. Delker
Director, Division of Adult Education
Department HEW
Office of Education
Washington, D.C.

For ABE materials and other information, contact Ms. Walden at address above. NEA also has relevant information.

The group considered these principles of effective fund-raising:

- . When writing proposals, follow guidelines to the letter
- . Use publicity -- it is the key to future funding of successful programs and program expansion
- . Election time is an excellent promotion possibility

ABE IN THE ARMED FORCES

MR. ROGER HEYLIN

Director of Continuing Education
Education Branch
1st Infantry Division (Mech)
Fort Riley, Kansas 66442

*

.....Mr. Heylin described current efforts in adult education in the armed forces.....

The newest and greatest asset of adult education in the armed forces is that it is the greatest attributing factor in recruitment. Some of the continuing educational activities offered are programs in pre-high school diploma, high school diploma, high school review study for college, English, senior college and graduate school preparation.

Persons in the military are encouraged and sometimes required to participate in various programs. (Mr. Heylin requires that all personnel in his programs must attend at least 25% of their duty time.) The Army's own college, S.O.C. (Serviceman Officers College) offers A.A., B.S., and M.A. degrees, and is in the process of accreditation.

Currently there is little problem in funding, staffing and use of facilities because of added funds from the Veterans Administration. By 1975, it is expected that two-thirds of all funding will come from the V.A.

There is greater emphasis on counseling now. By next year there will be a great need for guidance counselors for these programs. Team teaching, learning laboratories, and a greater range of materials will be used.

Since 1971, local communities have been used as educational centers.

Other new programs involve the wives of military personnel in ABE, GED, home economics and citizenship classes.

COMMUNITY EDUCATION

DR. MARVIN WEISS

Dean of Community Education
Clackamas Community College
Oregon City, Oregon 97045

DR. WILLIAM GRIFFITH

Department of Education
University of Chicago
Chicago, Illinois 60637

MR. C. J. BAILEY

Training Specialist
Appalachian Adult Education Center
Morehead, Kentucky 40351

MR. JAMES DIXON

Member
Board of Education
Louisville, Kentucky

.....The panel offered separate presentations of their views on community education. Mr. Dixon's remarks, however, are regrettably unavailable.....

Marvin Weiss offered the following suggestions on the role of community education in a community college:

- . Offer both credit and non-credit courses to all who can benefit
- . Offer courses and activities which are not part of community school programs
- . Offer a wide range of occupational and lower division transfer credit courses in addition to adult/community education courses
- . Assign staff members as consultants or facilitators to community schools
- . Offer services to community schools even when community college personnel are not specifically asked by community school administrators
- . Have tuition and fees which are different from community school fees
- . Be responsible for community education in the college district where there are not community school programs
- . Develop training programs for paraprofessionals, community school directors, coordinators and other related personnel
- . Offer courses appropriate to the local community only
- . Offer courses and programs flexible in length, starting dates, class hours
- . Utilize volunteer and non-volunteer instructors regardless of certification
- . Allow people from other communities to participate only if there is space

Write Dr. Weiss at the address above for more information.

Bill Griffith identified one of the primary problems of community education as a confusion over terms, e.g., needs. There are two types of needs: felt needs -- what the people think their needs are; and ascribed needs -- what others, such as governmental agencies, think the people need. We must decide what kind of needs we must deal with. Adult education in the U.S. has and is dealing primarily with ascribed needs.

There is no such thing as a single community education philosophy; instead there exist six different philosophies which can be generalized as follows:

- . The elementary/secondary school improvement approach
- . Public Relations -- Form A
- . Public Relations -- Form B
- . Adult Education orientation
- . Community development approach
- . (and those who can't distinguish a community school system from HEW)

C. J. Bailey defined community education as a process which should be customized to the community it serves. The relationship between ABE and a community education should be one of cooperation and interrelation; ABE should be the main ingredient. The community education program director should be an adult educator.

Of the various ABE components, we have recognized the delivery system as most important. To deliver education to the felt and ascribed needs of clients, we use paraprofessionals indigenous to the local population, who have gone through the ABE/GED programs themselves and then been trained in methods and use of materials.

Delivering this ABE directly into the home on a one-to-one basis through these paraprofessionals has been highly successful. For more information, write Mr. Bailey at the address above.

ACKNOWLEDGEMENTS

.....We are especially grateful to these Graduate Assistants and students for recording the proceedings and flavor of the workshop sessions, without which records this report could not have been produced.....

.....from Morehead State University, Morehead, Kentucky

Terry Blong, Graduate Student
Jim Bowling, Graduate Assistant
Julia Dean, Graduate Student
Joan Flannery, Graduate Assistant
Jerry McGlone, Graduate Student
Dennis Meade, Graduate Assistant
Don Minto, Graduate Student
Marie Raines, Graduate Student
Mark Schmutzler, Graduate Assistant
Roy Stivere, Graduate Student

.....from Kentucky State University, Frankfort, Kentucky

Theresa Gay, Graduate Assistant

.....from Western Kentucky University

Jim Holcolm, Graduate Assistant

*

.....Our sincere thanks to Debbie Deroian and Kathy Degnan of Montclair State College, Upper Montclair, New Jersey, who undertook the difficult task of transcribing the major addresses from tape recordings of dubious quality and with various inexplicable 'gaps'.....

.....to Mrs. Barbara Richardson who typed the final draft of the manuscript.....

.....and to Todd Montgomery who furnished the cover lettering.....

.....The editor also thanks Mr. Elliott Lethbridge and Dr. Frances Simonfay of the White Plains Adult Education Center for both their excellent model and their good wishes.....

EXHIBITORS

ADVANCE SCHOOLS, INC.
5900 Northwest Highway
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Representative: George W. Eyster

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Austin, Texas 40503
Representative: H. W. Stubbs

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130 Sixth Street N. W.
Atlanta, Georgia 30313
Representative: Shelby L. Johnson

Participants at the Conference on ABE, Louisville, Ky.
(Partial list because of accidental destruction by hotel)

Ms. Ruby Allen 9328 Ponder Lane Valley Station, KY 40272	Mr. Robert Crabtree 2314 Rockford Ln. Louisville, KY 40216	Ms. Kathryn Kirkpatrick 508 W. St. Catherine Louisville, KY 40203
Ms. Shirley Anderson 2019 Eastview Avenue Louisville, KY 40205	Mr. John Craddock 2613 Woodsdale Ave. Louisville, KY 40220	Mr. Donnie Lee 3413 Heatherfield Dr. Louisville, KY 40216
Ms. Beatrice Armstrong 3510 Newsburg Rd. Louisville, KY 40218	Mr. Edward Craycroft 209 Iola Rd. Louisville, KY 40207	Mr. Michael Lynn 512 Lyndale Louisville, KY 40222
Mr. Thomas Ash, Jr. 2545 Seneca Drive Louisville, KY 40205	Mr. Royce Cruce 3911 Olympic Ave Louisville, KY 40207	Ms. Christie Maloney 2507 Rivermont Ct. B-11 Louisville, KY 40206
Mr and Mrs. John Barry 726 Huntington Park Dr. Louisville, KY 40213	Ms. Rose Lee Crump 1503 Thackeray Dr. Louisville, KY 40205	Ms. Mary Markwell 1110 E. McKline Ave. Louisville, KY 40215
Mr. Leonard Bloss 2705 Bytler Rd. Louisville, KY 40216	Mr. Ronnie Crutcher 213 Ahland Rd. Louisville, KY 40207	Ms. Mary McDonald 9321 Donerail Wy. Valley Station, KY 40272
Mrs. Carole Boldrick 6800 Switch Bark Ct. Louisville, KY 40228	Mr. William Day, Jr. 1044 Alta Vista Rd. Louisville, KY 40205	Ms. Donna Metzger 20 Bersheba Ct. Louisville, KY 40223
Mr. Cooper Boldrick 6800 Switch Bark Ct. Louisville, KY 40228	Ms. Linda Duncan 7607 Yorktown Rd. Louisville, KY 40214	Mr. John Mitchen, Jr. 113 Kilgus Circle Crestwood, KY 40014
Ms. Sandra Broadhead 434 Kensington Ct. Louisville, KY 40208	Ms. Ruth Ann Driggers 5303 Outer Loop Rd. Apt. 1 Louisville, KY 40219	Ms. Maxene Moore 1801 Spring Dr. Louisville, KY 40205
Ms. Nancy Bryant 8808 Wattlee Rd. Louisville, KY 40291	Ms. Raymond Farmer 227 Hemingway Rd. Louisville, KY 40207	Ms. Margaret Neugent 12202 Brookgreen Dr. Louisville, KY 40243
Ms. Aileen Brown 416 Breckinridge St. Apt. B-6 Louisville, KY 40203	Mr. Larry Foley 1904 Hazelwood Ct. Louisville, KY 40214	Mrs. Melanie Onnen 6702 Hollow Tree Louisville, KY 40228
Mrs. Joyce Bush 6003 Rocky Mountain Dr. Louisville, KY 40219	Ms. Connie Fondong 7078 Wildwood Circle Louisville, KY 40291	Mrs. Donna Potouhoff 2605 Garden Lake Lane Louisville, KY 40220
Mr. Richard Caldwell 3108 Rose Dale Blvd Louisville, KY 40220	Mr. Larry Ford 11113 Lansford Dr. Louisville, KY 40272	Ms. Lottie Pottinger 1204 Larue Ave Louisville, KY 40213
Ms. Mary Carlton 2012 Mary Catherine Dr. Louisville, KY 40216	Ms. Donna Galbraith 3016 Lindbergh Dr. Louisville, KY 40215	Mr. James Pounds, Jr. 8706 Olds Shepardsville Rd. Louisville, KY 40219
Mr. Elroy Cartwright 6713 Barfield Louisville, KY 40258	Ms. Rhoda Gayheart Box 22152 Louisville, KY 40222	Mr. John Quosenberry 406 Dorsey Ln. Anchorage, KY 40223
Ms. Alice Cleveland 7804 Davhal Drive Louisville, KY 40291	Mr. James Hill 5404 Wending Ct. Louisville, KY 40207	Mr. Paul Ray, Jr. 203 Alvina Wy. Louisville, KY 40214
Mr. Daniel Coffman 7105 Johnsonston Rd. Louisville, KY 40272	Mr. Kenneth Howard 4000 Springhill Rd. Louisville, KY 40207	Mr. Richard Redmon 7423 Nottoway Circle Louisville, KY 40214

Mr. Ezekiel Bryant
ABE Coor.
Florida Jr. College
Jacksonville, Fla.

Mr. S.E. Bullock
Asst Super. A.E.
State Dept. of Ed.
2611 Chester St.
Little Rock, AR

Dr. Roland Broussard
Univer. of S.W. Louisiana
PO Box 2051
Lafayette, Louisiana

Dr. Albert Campbell
Kansas State Univer.
822 Pierce
Manhattan, Kansas

Ms. Cathy Crone
World Education
1414 6th St.
New York, N.Y.

Ms. Marietta Cutlip
Learning Lab aide
Box 57
Wakefield, Ohio

Dr. George Campbell
A.B.E. Program
Human Resources Dev. Ctr.
Tuskegee Institute
Tuskegee, Alabama

Dr. James Carson
A.B.E. Program
Human Resources Dev. Ctr.
Tuskegee Institute, Merton Hl.
Tuskegee, Alabama

Mr. Jay Choens
B. Co. Community Jr. College
Towanda & Haverhill
Eldorado, Kansas
PO Box 888

Mr. J. Daly
Box 43
Norfolk, Va.

Mr. Richard Deputy
Fort Wayne Comm. Schools
1200 S. Barr St.
Fort Wayne, Ind.

Ms. Ellen De Santis
4033 High Point Rd.
Ellicott City, Maryland

Mr. Tom Dudley
Room 183
Education Bldg.
Raleigh, N.C.

Mr. Luke Easter
Area Super.
Cordell Hall Bldg.
Nashville, Tenn

Mr. Ronald C. Everhart
W.V. A.B.E.
1831 Hill Crest Rd.
Fairmont, Va.

Lois Fleming
Dept. of State
Division of Library Srv.
Quincy, Fla.

Mary Lou Frisbie
Super. ABE Program
456 College Ave. S.E.
Grand Rapids, Michigan

Mr. J.E. Fuller
Atlanta Inst. Srv.
2930 Forrest Hills Drv.
Atlanta, Ga

Ms. Mary Goldman
2015 Johnston Avenue
Nashville, Tenn

Ms. Marie Gray
Curriculum Coor.
Univer. of ME
68 High Street
Portland, Me

Mr. James Graham
Midwest Success Training Assn.
307 S. Wabash Avenue
Chicago, Ill

Mrs. Beverly Grissom
Ahrens Night School
546 S. First St.
Louisville, KY

Ms. Lois Matheson
Assoc. Basic Cont. Ed.
New York State Dept of Ed.
Albany, N.Y.

Mr. A.B. Mohammed
Consultant, Inst. Planning
Community Colleges Div.
1181 Portage Avenue
Winnipeg, Manitoba,
Canada R3C 0V8

Mr. Allen Mc Pherson
22509 Gill Rd.
Farmington, Michigan

Sister Rosemary Meyer
Principal
Dr. M.L. King Ed. Ctr.
720 N. Greenwood
Kankakee, Ill

Ms. Marie Meno
5119 Fairfields Ave.
Baton Rouge, La.

Mr. Lennox L. McLendon
Coor. of ABE
Rochingham Community College
Wentworth, N. C.

Mr. G. Mc Grain
Wochester Pub. Schools
Div. of Extension Pro.
20 Irving St.
Worcester, Mass

Sister Mary Marie Malone
Univer. of Ill.
Urban Specialist
47 Mumford Hall
Urbana, Ill.

Janne Malcolm
P.O. Box 86138 Capstone Hs
Univer. of S.C.
Columbia, S.C.

Mr. James Kee
ABE Super.
W.V. State Dept. of Voc.
Tech & ABE
505 7th St.
Moundsville, W.V.

Mr. Lee Kern
Director of Reading
and Study Skills Ctr.
Taylor Univer.
Upland, Indiana

Mr. Charles Kilbert
4307 Holly Grove Street
New Orleans, La

Mr. Walter Zielinski, Dir
Valley Regional A.B.E
9 Garden Place
Irving School
Derby, Conn.

Mr. Marshall Kirtley
Area Coor.
A.B.E.
Fla. St. & 2nd St.
Charleston, W.V.

Miss Kay Koschnick
New Readers Press, Publ.
Div. Laubach Literacy, Inc.
Box 131
Syracuse, N.Y.

Mr. Charles Lamb
Dept. of Ed.
1512 Bowman Dr.
Tallahassee, Fla.

Mr. Edward Lindsey, Dir.
Pima county-ABE
131 Congress, W
Tucson, Arizona

Ms. Dorothy Litchfield
Mass. AB.E
Pro. Mass Dept. of Ed.
182 Trenton St
Boston, Mass.

Mr. Lamar Galley
CESA
Cleveland, Ga

Mrs. Katherine C. Jones
7307 Nachland Lane
Louisville, KY 40218

Ms. Lillian Johnson
1108 Poplar Level Plaza
Apt. 16
Louisville, KY 40218

Ms. Rose Mario Joiner
1009 Woodway Lane
Louisville, KY 40211

Mr. Earl F. Newby
3343 Grand Avenue
Louisville, KY 40211

Mr. John Prelli
3018 Nadina Drive
Louisville, KY 40220

Mr. Theodore Rowan
737 South 43rd St.
Louisville, KY 40211

Mr. Warren Shelton
3001 Lenover Drive
Louisville, KY 40216

Ms. Juen Woo
107 W. Oak Street
Louisville, KY 40213

Mr. Bryon H. Bell
The Innwood No. 77
4501 South 6th St.
Louisville, KY 40214

Mr. C. Ed. Carlisle
503 Westerham Court
Louisville, KY 40222

Mrs. Nancy Husk
Louisville Bd., of Ed.
675 S. 4th St
Louisville, KY 40202

Mrs. Jessie Ulin
AESD Project
Univ. of Maryland
1606 32nd St. N.W.
Washington, D.C. 20007

Ms. Bobbie Walden
Coor. of A.E.
Adult Learning Ctr.
2627 Hall Ave. NW
Huntsville, Alabama 35805

Dr. Marvin Weiss
Dean of Community Ed.
Clackamas Community College
19600 S. Molalo Blvd.
Oregon City, Oregon 97045

Ms. Jane Wiley, Coor.
Adult Basic Ed. Model Prog.
REading CTR. McKee Hall
Univ. of N. Colorado
Greeley, Colorado 80639

Dr. Harold Rose
Morehead State University
Morehead, KY 40351

Mr. Mike Pepper
Ky State Penitentiary
Eddyville, KY 42038

Ms. Anne B. Shortt
Eatown Community College
Elizabethtown, KY 42701

Mr. William H. Wilson
Ky Ed. Television
600 East Cooper Drive
Lexington, KY 40502

Mr. Kenneth L. Warren
Kentucky ETV
600 Cooper Drive
Lexington, KY 40502

Mr. Charles J. Bailey
UPO 1353
Morehead State Univ.
Morehead, KY 40351

Mr. Barry Banister
Kt. State Penitentiary
Eddyville, KY 42038

Lochie Christopher
Ky Educational Tevel
600 Cooper Drive
Lexington, KY 40502

Mr. Herry T. Dawson
Harrison County Jr. High
Cynthiana, KY 41031

Mr. George W. Eyster
Appalachian Adult Ed. Cr.
UPO 1353
Morehead State University
Morehead, KY 40351

Dr. Donald F. Haggard
Human Resources Research
Fort Knox, KY 40121

Mr. Fred W. Herrington
Harrison County High
Cynthiana, KY 41030

Mr. Larry Holbert
E-town Community College
Elizabethtown, KY 42701

Mr. Orland Hoskins
Covington Jr. High
525 Scott St
Covington, KY 41011

Mr. Charles E. Massey
Covington Jr. High
525 Scott Street
Covington, KY 41011

Sister Ann Fredrick
St. Catherine Academy
Springfield, KY 40069

Mr. Thomas Nesby
c/o Aubrey Gardner
NW Regional Ed. Lab
Regional Repres. ABE/AEA
Portland, Oregon 97205

Mr. Chando O'Dell
Orange County School
Asst. Sup of School
315 Cathcart
Orlando, Fla. 46200

Mr. Harold Wilson
Indianapolis Public Schools
120 East Walnut Street
Indianapolis, Indiana 46200

Mr. William Scott
Florida Jr. College
South Campus
Jacksonville, Fla. 32202

Mrs. Anita Martin
Consultant A.E.
98 Love Lane
Weston, Mass. 02193

Mr. Jerry Keys
Kentucky State Reformatory
LaGrange, KY 40031

Mary Ekken Dever
Route #1 Box 199
Wheelersburg, Ohio 45694

Ms. Rosalind Ellis
Shaw College
Detroit, Michigan 48200

Ms. Margaret Flake
Shaw College
Detroit, Michigan 48200

Mrs. Lois B. Ferris
Box 123
Kennesaw, Ga. 30144

Ms. Carol Dann
Super.
Box 3181
3535 Quaker Bridge Rd.
Trenton, N.J. 08619

Mr. Clifford Turner
Jefferson County Jail
514 W. Liberty Street
Louisville, KY 40202

Mr. Boyd Williams
Kentucky State Reformatory
LaGrange, KY 40031

Mrs. Virginia Ricard
1826 Indina Meadows Lane
Fort Collins, Colorado 80521

Mrs. Lynda Smith
2814 Belcourt Avenue
Nashville, Tenn 37212

Dr. Emerson Foulke, Dir
Perceptual Alter. Lab.
Univ. of Louisville
Louisville, KY 40208

Ms. Mary Galvan
Dept. of Sec. & High. Ed.
East Texas State Univ.
Commerce, Texas 75248

Mr. Aubrey Gardner
N.W. Regional Ed. Lab.
Portland, Oregon 97204

Dr. William Griffith
Univ. of Chicago
5835 Kimbark Ave.
Chicago, Ill. 60637

Ms. Ann Hardy, Coor.
Adult Learning Ctr.
Worcester Pub. Schools
20 Robertson Drive
Worcester, Mass 01609

Ms. Dolores M. Harris,
Director
Adult Ed. Resource Ctr.
Glassboro State College
Glassboro, N.J. 08028

Mr. John Hatfield
School Management Institute
Worthington, Ohio 43085

Dr. Duane C. Hensley
Director
Mental Retardation Ctr.
Missouri Div. of Mental Health
PO Box 687
Jefferson City, Missouri

Mr. Rogery Heylin
Education Branch
Dir. of Personnel and Comp.
1st Infantry Div. (Mech)
& Ft. Riley
Fort Riley, Kansas 66442

Dr. Ruth Love Holloway
Dir. Right to Read Effort
Dept. of Health, Ed. Welfare
Office of Education
Washington, D.C. 07043

Dr. Joseph Jacques
National Multimedia Ctr.
848 Valley Rd.
Upper Montclair, N.J. 07043

Mr. William Jacques
Adit. Basic Ed. Learn. Ctr.
Syracuse, N.Y. 13210

Dr. James La Forest
Dean of Community Services
Orange County Community College
Middletown, N.Y. 13210

Dr. Carl F. Lamar
Vocational Education
Bureau of Vocational Ed.
Frankfort, KY 40601

Mr. Elliot Lethbridge
Asst. Dire A.B.E.
White Plains Adult Ed. Ctr.
288 Fisher Avenue
White Plains, N.Y. 10606

Mr. Joseph Mangano
Headstart Parents
Bureau of General Cont. Ed.
State Ed. Dept.
Albany, N.Y. 12224

Dr. Kenneth Mattran
New England Con. Ed. Ctr.
Univ. of N.H.
15 Garrison Avenue
Durham, N.H. 03824

Dr. Thomas Mayes
Ctr. Cont. Ed.
Gallouet College
Washington, D.C. 20002

Mr. Allan McPherson
Adult Basic Education
Pontiac Adult Education
Pontiac, Michigan 48085

Dr. Donald W. Mocker
Univ. of Missouri
Special Adult Basic Ed
4835 Troost
Kansas City, Missouri

Dr. Doris Moss
ESL Staff Devel.
Project Director
Board of Director
Office of Cont. Ed.
130 Clinton St. Rm700
Brooklyn, N.Y. 11201

Dr. Norvell Northvutt
Director, A.P.L. Pro.
Univ. of Texas
Div. of Extension
Austin, Texas 78712

Mrs. Barbara Parker
Kansas State Univ.
6135 N. Hills Drive
Topeka, Kansas 66617

Honorable Congressman
Carl D. Perkins
2365 Rayburn House Office
Building
Washington, D.C.

Mr. John Tracy
Instructional Supervisor
Albany Public School
Albany Learning Ctr.
Albany, N.Y. 12202

Dr. Betty Tuck
Far West Lab of Ed.
Research & Devel.
San Francisco, Calif

Mr. Otis Reed, Jr.
1838 Olenda Ave.
Louisville, KY

Mr. Daniel Renkes
1640 Almara Circle
Louisville, KY

Ms. Martha Schaefer
3111 Eagle Pass
Louisville, KY

Mr. Chester Robertson
10013 Northbridge Dr.
Louisville, KY

Mrs. Rena Stahmer
3311 Grandview Ave.
Louisville, KY

Mr. Steven Stalling
3104 Rome Rd.
Louisville, KY

Ms. Lillian Morales
Strugeon
7701 Kenhurst
Louisville, KY

Ms. Mary Manning
3123 Dixie Highway
Louisville, KY

Mr. Bruce Taylor
228 Longview Dr.
Jeffersonville, Ind

Mrs. Sharon Test
7713 Circel Crest Rd.
Louisville, KY

Ms. Audrey Torstrick
9315 Walhampton Dr.
Louisville, KY

Mr. James Thompson
4902 Cedar Brook Ct.
Louisville, KY

Mr. William Walsh
4305 Shade Woods Park
Louisville, KY

Ms. Penny Warren
6001 Lewis Way
Valley Station, KY

Mr. Thomas Warth
5420 Carol Way
Louisville, KY

Mr. Owen Weis
2107 Dorothy Ave.
Louisville, KY

Mr. Richard Malcolm
Adult Basic Ed & Ad.
Learning Ctr. Area Super.
620 Jefferson Avenue
Huntington, W.V.

Mr. Paul McCoy
Florida Jr. College
940 Main Street
Jacksonville, Fla.

Mrs. Chalmers Murray
Coor. General AE
Bd. of Pub. Instructors
1350 SW 2nd Street
Ft. Lauderdale, Fla.

Mrs. Rosa McCloud
Dept. of A.E.
School of Ed.
Alabama State Univer.
Montgomery, AL

Mr. Jim Matlock
Navajo Community College
Tsaile Rural P.O.
Navajo, N.M.

Mr. Thoma Mann
Fla. Atlantic Univer.
College of Education
Baco Raton, Fla

Ms. Marion Mihayl
Coor. of ABE
Rogue Community College
Grants Pass, Oregon

Charles Morgan
Direct. Ad. Learning Ctr.
Bergen Community College
181 Jasper Street
Paterson, N.J

Mr. Morton Nace
Pub. Info. & Promotion
Laubach Literacy, Inc.
1011 Harrison St.
Syracuse, N.Y.

Ms. Rose Mary Pattison
3215 Santa Maria Drive
Grove City, Ohio

Mrs. Barbara Parker
Palm Beach County
884 Balfrey S. Drive
W. Palm Beach, Fla.

Mr. John Ryan
Dept. of Education
24 Evergreen Rd.
Vernon, Conn

Ms. Mary Rountree
Instructor Lake County
740 Essington Lane
Buffalo Grove, Ill.

Sylvia M. Ramos
Reading Diagnostician
Right to Read Program
2720 Leeland
Houston, Texas

Dr. Frank Repole
Ad. & Veterans Ed.
44 Washington Avenue
Danbury, Conn

Mikel Richardson
Coor. of ABE
DeKalb City Bd. of Ed.
955 Indian Creek Dr.
Clarkston, Ga

Mr. Tom Richardson
Moraine Valley Vomm. College
10900 South 88th Avenue
Paols Hills, Ill

Mr. William W. Roberts
Area Super. of A.E.
State Dept. of Ed.
706 South Ridge
Tallahassee, Fla.

Dr. Mark Rossman
School of Education
Univ. of Mass.
Amherst, Mass

Mr. Paulos Roussos
Building C-AE
Texas A. & M Univer
College Station, Texas

Mr. Ernest Russell
Pontiac School District
1371 North Perry
Pontiac, Michigan

Ms. Charlena Schenck
Super. ABE
Saginaw Pub. Schools
Saginaw, Michigan

Mrs. Meredyth Scott
Dept. of Ed.
ABE
Box 911
Harrisburg, Pa

Ms. Cynthia Setchell
376 English Rd.
Rochester, N.Y.

Mr. William Simpson
St. Johns County
PO Box 1642
St. Augustine, Fla.

Mr. Frank Stovall
Harris County Dept. of Ed.
6515 Irvington Blvd.
Houston, Texas

Mrs. Ellen Stewart
Ellen McCarter Stewart Sch.
11103 Memorial Drive
Houston, Texas

Mr. Douglas Schenck
Sr. Citizen Program
Saginaw Valley College
2934 South Washington
Saginaw, Michigan

Mrs. Doris Sanders
Dept. of Ae
School of Ed.
Alabama State Univer.
Montgomery, AL

Mrs. Ester Shumaker
Albuquerque Tech & Voc. Inst.
Route 1/ Box 65
Los Lunas, N.M.

Mr. Ralph Abell
Product Mgr.
Follett Publishing Co,
1010 W. Washington Blvd.
Chicago, Ill.

Mr. Larry Ady
A.B.E.
410 Woods Street
Orlando, Fla.

Mrs. Margaret Aung-Thwin
Miccosukee Adult Ed.
Star Route Box 50-A
Ochope, Fla.

Mr. Harold Alford,
Dean of Instruction
Ed. Testing Service
Princeton, NJ

Mrs. Annette Bach
North Dakota State univer.
Ceres Hall- Room 210
PO Box 5016
Fargo, N.D.

Mr. Archer Bardes, Super.
A.E. Program
Route #8 Asbury Rd.
Knoxville, Tenn.

Mrs. Sven Borel, President
Philadelphia ABE Academy
3723 Chestnut St.
Philadelphia, Pa

Mr. Luther Black, Super.
Dept. of Education
A.E. Division
401 W. Arch Ford Ed. Bldg.
Little Rock, AR

Mr. James Bridges
Assistant Dean
Ad. Program- Guildord Tech. Ins.
PO Box 309
Jamestown, N.C.

Mr. James Whitfield
5317 Sprucewood Dr.
Louisville, KY 40291

Mr. William Whitman
9004 Anniou Drive
Louisville, KY 40272

Mr. William Wood
4628 Varble Ave
Louisville, KY 40211

Ms. Evelyn Worley
3903 Sedalia Terr.
Louisville, KY 40272

Mr. Charles Wright
7313 Ridan Way.
Louisville, KY 40214

Mr. Burce Gale
1114 Broadfields Drive
Louisville, KY 40207

Ms. Mary Anne Wood
849 Rivercrest Ct. Apt. K-37
Louisville, KY 40206

Mr. Charles Black
ABE Consultant
Fayette County School
400 Lafayette Pky.
Lexington, KY 40503

Davis Brooksie
Woruld Ed. Inc.
1414 16th Avenue
New York, N.Y. 10019

Mr. William Eller
Foster Hall
State Univ. of N.Y.
Buffalo, N.Y. 14214

Mr. George A. Frazier,
Superinten.
Clark County Bd. of Ed.
1600 W. Lexington Ave.
Winchester, KY 40391

Ms. Mary Greenwood, Dir
Adult Basic Ed.
Joliet Jr. College
216 Houbolt Ave
Joliet, Ill. 60435

Mr. W.S. Webb
410 Woodford St. E
Lawrenceburg, KY 40342

Mercedes Sheroda
Asso. Professor
Roxbury Comm. College
460 Blue Hill Ave
Roxbury, Mass 02119

Mr. Ron Menne
Jefferson St. Vo. Tech Sch.
3101 Bluebird Lane
Jeffertown, KY 40299

Mr. Johnny L. Harris
Asst. Professor
Jackson State Univ.
350 Macastle Street
Jackson, Miss. 39309

Ms. Nancy Clark
Fayette County Bd. of Ed.
Lexington, KY 40503

Mr. Jack Arnold
Kentucky State Reformatory
LaGrange, KY 40031

Mr. Bill Wigleworth
Morehead State Univ.
Morehead, KY 40351

Ms. Noreen Lopez
Coor. of ABE
Harper College
Algonquin & Roselle
Palatine, Ill. 60067

Mr. Wayne Giles, Dir
State Dept.
316 South Second St.
Springfield, Ill. 62706

Mr. Charles Bale
Supervisor
LaRue County High School
Hodgenville, KY 42748

Mr. George H. Todd
Dire. of Cont. Ed.
Louisville Bd. of Ed.
3507 Lacklee Rd.
Louisville, KY 40214

Mr. Cleah Howard
Route 2
Mt. Sterling, KY 40353

Mr. David Vislisl
Kentucky State Reformatory
LaGrange, KY 40031

Mr. Andrew Cuterrea
Kentucky State Reformatory
LaGrange, KY 40031

Ms. Sue Simms
Fayette County Bd. of Ed.
Lexington, KY 40503

Mr. Robert St. Clair
Univ. of Louisville
2301 S. 3rd St
Louisville, KY 40208

Sister Jane Bodine
St. Patricks Ctr.
931 Woodlwan Avenue
Indianapolis, Indiana 46203

Mr. Sheldon Meyer
Oregon State University
Corvallis, Oregon 97330

Mr. A.F. Brooks,
Assit. Super.
601 4th St,
Brookings, S.D. 57006

Mr. Tony Harvey
Bullitt County Bd. of Ed.
413 Buckman
Shepardsville, KY 40165

Mr. Vernon Spurling
Bullitt County Bd. of Ed.
413 Buckman
Shepardsville, KY 40165

Ms. Pat Crump
Fayette County Bd. of Ed.
Lexington, KY 40503

Ms. Anne P. Hayes
Morehead State University
UPO 1345
Morehead, KY 40351

Mr. William M. Latson
Broward County Schools
220 N. W. 23rd Lane
Ft. Lauderdale, Fla. 33311

Ms. Ramah Garland
3315 Coldstream Drive
Lexington, KY 40502

Mr. Ralph Goodman
316 South 2nd St.
Springfield, Ill. 62706

Mr. Joseph G. Alevey
1462 South 6th St.
Louisville, KY 40208

Mr. Tedd Bergen
1536 Eskridge Lane
Louisville, KY 40216

Ms. Nancy T. Dematra
804 S. 32nd Street
Louisville, KY 40211

Mrs. Shirley Eaves
3906 Parker Avenue
Louisville, KY 40212

Rosella Fugett
1813 Dixdale Avenue
Louisville, KY 40210

Mr. Paul R. Heid
5501 Fran Court
Fern Creek, KY 40291

Mrs. Shirley Gatzke
2125 Goldsmith Lane
Louisville, KY 40218

Ms. Edna G. Jansen
6606 Morocco Drive
Louisville, KY 40214

Mr. Marvin Hole
Asst. Professor Ed.
648 56th Avenue
Pocatello, Idaho

Catherine Jaffe
Super. ABE
500 W. Lenawee
Lansing, Michigan

Mr. Charles Jobe
N.E. Miss. Jr. College
Bocneville, Miss.

Mr. William Johnston
Los Angeles City Unified Sch.
450 N Grand Avenue
Box 3307
Los Angeles, Calif.

Mr. Marvin Jones
Graduate Asst.
Dept. of Ed.
1609 A. West Pensacola
Tallahassee, Fla.

Mrs. Shelby Johnson
Southern Regional Ed. Bd.
130 6th St.
Atlanta, Ga

Mr. Wayne James
Univer. of Tenn
3500 Sutherland L-106
Knoxville, Tenn

Mr. L. Benno Ganz
Dept. of Manpower
Ottawa, Canada
K1A 0J9

Mr. Russell Hadwinger
Principal Riverside Ad.
Evening High School
2060 Univer. Avenue
Riverside, Calif.

Mrs. Anna Mae Burdi
3004 Wagner
Ferndale Cont. Ed.
Warren, Michigan

Mr. Don Cammaratta,
Director
Adult General Ed.
Hillborough County Pub. Sch.
2309 Mitchell Ave
Tampa, Fla

Mr. Tom Childers
Graduate School of Lib.
Science
Drexler University
Philadelphia, Pa

Mr. John Colbert, Dir
A.B.E.
Brown Education Ctr.
4th & Broadway
Louisville, KY

Mrs. Laurel Cyr
School of Ed.
University of Maine
Gorham, ME

Dr. V. De Sanctis
Montclair State College
A.E. Center
Upper Montclair, N.J.

Mr. Clark Esarey
Ill. Dept of Correct.
201 State Armory
Springfield, Ill.

Mr. George Eyster
UPO 1353
Morehead State Univer.
Morehead, KY

Dr. Jack Ferver
Extension Pro. in Ed.
University of Wisconsin
Madison, WI

Mr. Lester Williams
3108 Emerson Avenue
Parkersburg, W.V.

Ms. Ruby L. Williams
3680 N. Delaware St
Indianapolis, IN

Ms. Joanna Vajdo, Tch.
Laramie County Comm. College
1800 E. College Drive
Cheyenne, WY

Mr. William Aiken
Dir. of Voc. Ed.
Jefferson County Bd. of Ed.
3334 Newburg Rd.
Louisville, KY

Mr. Robert Avina
Por/Fin
Texas County Cont. Ed.
Texas County Court House
San Antonio, TX

Mrs. Barbara Ashely.
Reading C. Asst.
Office of A.E.
Rutledge Bldg.
Columbia, S.C.

Dr. Diana Bartley, Asst.
Professor
School of Ede.
University of WI
Milwaukee, WI

Dr. Harold Beder
Columbia University
156 Teachers College
New York, N.Y.

Dr. Don Brown
Univer. of Northern CO
Reading Center
Greely, Co

Ms. Antusa Bryant
Special Ed. Dept.
Mankato State College
Mankato, MN

Mrs. Juanita Shaver
Region VI Ed. Service Ctr.
PO Box 348
Huntsville, TX

Mr. Henry Tarlian
3207 W. Shore Rd.
Warwick Pub. Schools
Warwick, RI

Mr. Eddie Taylor
Broward County
A.E. Program
506 Tucker St
Melbourne, Fla.

Mrs. Estella Taylor
St. Charles A.E.
30 W. 141st.
New York, N.Y.

Mrs. Mary G. Turner
Dire. Adult & Cont. Ed.
415 12th St. N.W.
Washington, D.C.

Mr. Harry Van Houten
Director
A.E. Resource Center
Trenton State College
Trenton, N.J.

Dr. Betty Ward
Office of African Am.
Affairs
USOE
400 Maryland Avenue S.W.
Washington, D.C.

Dr. Eob Walden
Dept. of Ed.
5024 Kyle Lane N.W.
Huntsville, Alabama

Ms. Florence Weiland, Sup
Ad. Education
Nashville Public Schools
2601 Bransford Avenue
Nashville, Tenn

Mr. B.P. White
Dougherty County Schools
800 Lippert Drive
Albany, Ga